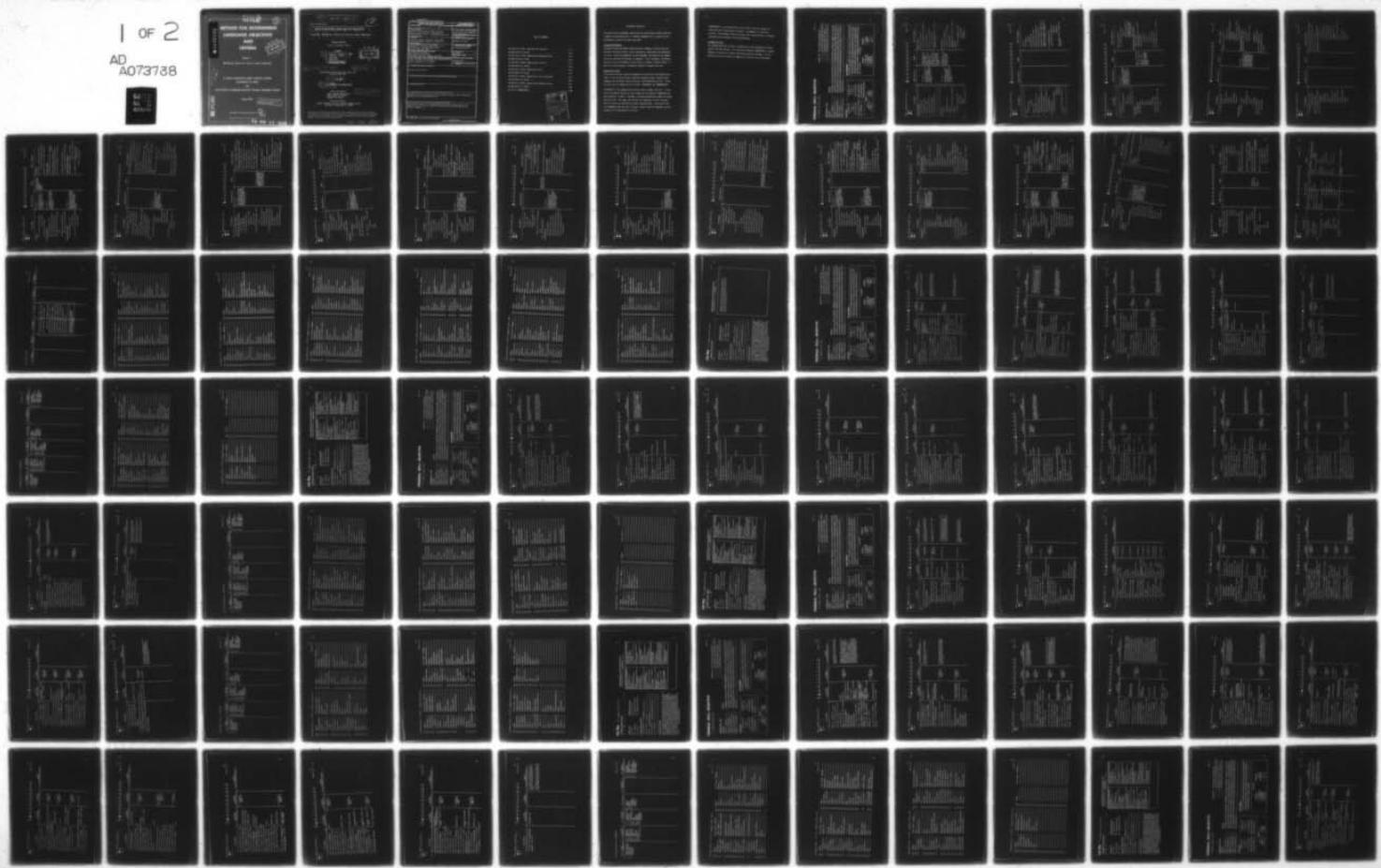
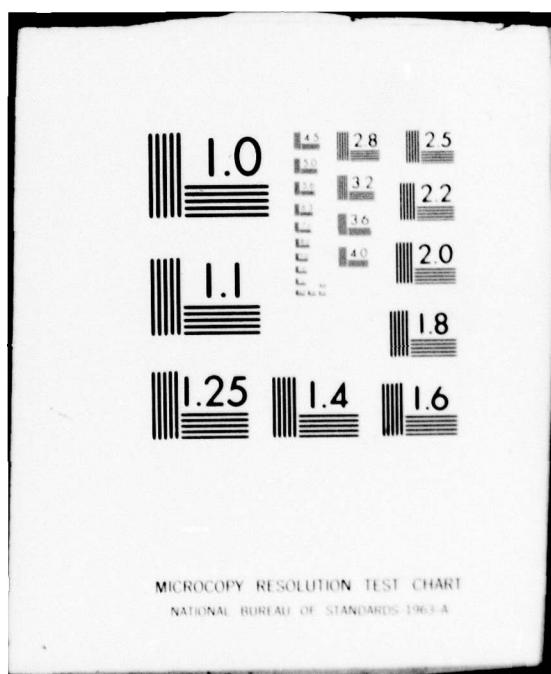


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LEVEL
METHOD FOR DETERMINING
LANGUAGE OBJECTIVES
AND
CRITERIA



VOLUME X

91B MEDICAL SPECIALIST SPECIAL FORCES (RUSSIAN)

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vol 9
DAAC

A study conducted under contract number
DAAG39-77-C-0197

for

The Defense Language Institute Foreign Language Center

May 1979

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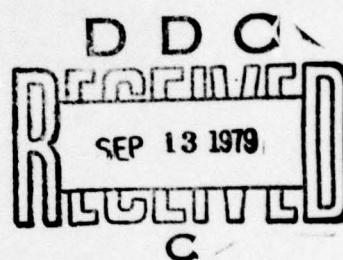
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Monitoring Agency:

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Adelphi, MD 20783

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| 20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This volume presents the Terminal Skill Objectives, Mapping Sheets, and Enabling Objectives for the MOS 91B Special Forces as performed in the Russian language. | | |

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91B MEDICAL SPECIALIST

The Special Forces 91B Medical Specialist has a wide range of duties requiring a number of specialized skills. A foreign language skill is required in the performance of some of his duties and tasks.

Language Requirements

The Special Forces 91B Medical Specialist uses language in face-to-face conversation for basic survival, social intercourse, instructing, and conducting sick call. Aside from immediate survival language, the capability to communicate as an instructor and advisor is paramount. As an instructor, the Medical Specialist must train members of the G Force in a number of medical tasks. In the role of advisor/doctor, the Medical Specialist conducts sick call.

Communicative Tasks

The priority job tasks requiring language are instructing G Force medical personnel in the life-saving steps, making an emergency airway, treating shock, bandaging and splinting, treating fractures, and conducting sick call. These job tasks use two communicative activities: "INTERVIEWS" and "DEMONSTRATES".

"INTERVIEWS" is the communicative activity used to conduct sick call. In the case of the Medical Specialist, the strategy for this medical "INTERVIEW" has been worked out in detail. Therefore, the Enabling Objectives (EOs) are placed within the TSO. This means that the EO_s for conducting sick call are task-specific and are not applicable to other interview tasks. Task-specific EO_s are recommended when the task is unique, follows a definite procedure, and the language can be comprehensively defined.

"DEMONSTRATES" is the communicative activity that forms the strategy for instructing the G Force medical personnel. The emphasis is "hands-on" training. The 91B Medical Specialist shows the G Force how to do it through a demonstration-performance training methodology.

Language Functions

The language functions critical to communicative task performance are referenced in the TSOs and EOIs. For those tasks employing "DEMONSTRATES", example elements in Russian are listed in the Russian Functions Catalog. For conducting sick call, the specific elements are listed on the TSO Worksheets.

TERMINAL SKILL OBJECTIVE

No. 91B.SF / C.3.01 / RU

| COMMUNICATIVE TASK | | <u>STATEMENT</u> |
|-----------------------------------|-------------------|--|
| <u>COMPONENTS</u> | <u>STATEMENT</u> | |
| <input type="checkbox"/> Role | Advisor | The student in the role of an "ADVISOR" "INTERVIEWS" others in the Russian language in a face-to-face |
| <input type="checkbox"/> Com Act | Interviews | situation on a group or individual basis by: (1) comprehending some of the most common medical complaints |
| <input type="checkbox"/> Audience | Group/Individual | that are heard during a routine sick call, (2) making diagnoses of common ailments from descriptions of simulated "patients", and (3) recommending the appropriate treatment for each diagnosis for the purpose of conducting sick call. |
| <input type="checkbox"/> Topics | Ailments | |
| <input type="checkbox"/> Purpose | Conduct sick call | |

CONDITIONS

| PREPARATION TIME | PERFORMANCE TIME |
|----------------------------------|----------------------------------|
| <input type="checkbox"/> 2 hours | <input type="checkbox"/> 15 min. |

Materials/Equipment

Sick call form, dictionary, pencil, paper, sick list of medicines, call form, medicines (simulated), dictionary.

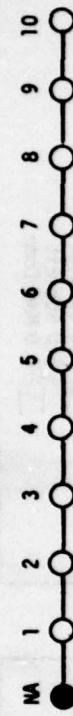
| REGISTER | Print | military |
|--|------------|-------------|
| Speech | — | X technical |
| techno-jargon | — | — other — |
| — formal | — literary | — |
| <input checked="" type="checkbox"/> colloquial | — informal | — |

| LPM INDICES | Vocabulary |
|-------------|--|
| Functions | <input checked="" type="checkbox"/> 1.0 Fact Info <input type="checkbox"/> 2.0 Intel Att <input type="checkbox"/> 3.0 Emo Att <input type="checkbox"/> 4.0 Sustion <input type="checkbox"/> 5.0 Soc Rit <input type="checkbox"/> 6.0 Man Comm |

See T.04

MacroSTANDARDS

| DESCRIPTION | THE STUDENT WILL CONDUCT A "SICK CALL" FOR 3 PERSONS WHO SUFFER FROM DIFFERENTAILMENTS. THE STUDENT MUST DETERMINE THE CAUSE FROM VERBAL INFORMATION AND PRESCRIBE A TREATMENT FOR EACH. FOR EVALUATION PURPOSES, THE STUDENT WILL WRITE DOWN ALL SYMPTOMS; THE SIMULATED PATIENT WILL WRITE DOWN THE TREATMENT. |
|-------------|--|
| LPM INDICES | |



| TASK SCENARIO | ENABLING OBJECTIVES | COMMENTS | COMPLETE TERMINOLOGY |
|-------------------|--|---|--|
| | | | ОБЩЕЕ ВОЛРОСЫ |
| BLANKET QUESTIONS | | | <p>1. Когда это началось?</p> <p>2. Сколько времени оно продолжалось?</p> <p>3. Как это случилось?</p> <p>4. Как часто это случается?</p> <p>5. От чего вы лечились?</p> <p>6. Вы можете мне рассказать ещё что-нибудь об этом?</p> |
| PAIN INDICES | <p>EO C.3.01-1</p> <p>The student will be able to ask the BLANKET QUESTIONS from memory and write down appropriate responses given by an instructor.</p> | <p>All key terms and vocabulary are given in the COMMENTS section. This scenario is designed to develop a "computer-like" facility with communication in a sick-call setting. Therefore, the language functions are also subsumed within the routine.</p> | <p>УКАЗАТЕЛИ БОЛИ</p> <p>1. Главное расположение Покажите мне, где у вас болит.</p> <p>2. Распространение Распространяется ли боль? Покажите мне где.</p> <p>3. Признаки</p> <p>у вас боль внезапная, резкая?</p> <p>-тупая, ноющая?</p> <p>-грызущая?</p> <p>-удручающая?</p> |



T.02
Page 2 of 19

TASK SCENARIO

ENABLING OBJECTIVES

COMMENTS

COMPLETE TERMINOLOGY

4. Severity
Is the pain-mild?
-severe?
5. Duration of pain
How long does the pain last?
6. Frequency and periodicity
How much time between episodes of pain?
7. Special times of occurrence
Does the pain come at a certain time of the day/month/year?
8. Aggravating factors
Is the pain worse when you-move?
-breathe in?
-breathe out?

Если боли когда я накинаю или отпускаю?
Is the pain worse when I push in or let go?

TSO No. 91B.SF / C.3.01 / RU
 TSO
 EO
 Page 3 of 19
 1.02



| TASK SCENARIO | ENABLING OBJECTIVES | COMMENTS | COMPLETE TERMINOLOGY |
|---|--|---|--|
| <p>9. Relieving factors</p> <p>Does the pain go away when you</p> <ul style="list-style-type: none"> -rest? -take medicine? -apply heat or cold? <p>Initial Contact</p> <p><u>Why are you here?</u></p> <p><u>What is your name?</u></p> <ul style="list-style-type: none"> -address? -age? -height? -weight? -blood type? <p><u>When did the pain start?</u></p> <p><u>How did the pain start? (i.e., after a fall...)</u></p> | <p>EO C.3.01-3</p> <p>The student will be able to ask questions on INITIAL CONTACT from memory and comprehend the vital statistics and affirmative and negative responses.</p> | <p>Another opening could be: "How can I help you?"</p> <p>Чем могу я вам помочь?</p> <p>Both age and blood type can be difficult to obtain from the patient.</p> | <p>9. Облегчение факторы</p> <p>Боль прекращается когда вы</p> <ul style="list-style-type: none"> - отдахаете? - принимаете лекарство? - прикладываете согревательный или охлаждающий компрессы? <p>Первоначальное соприкосновение</p> <p>Почему вы здесь?</p> <p>Как ваше имя, отчество и фамилия?</p> <p>Как вас зовут?</p> <p>Какой ваш адрес?</p> <p>Чем могу я вам помочь?</p> <p>Ваш возраст?</p> <p>Ваш рост?</p> <p>Ваш вес?</p> <p>Ваш тип крови?</p> <p>Когда началась боль?</p> <p>Что причинило боль? т.е., падение</p> |

TSO No. 91B.SF / C.3.01 / RU

■ TSO

■ EO



TASK SCENARIO

ENABLING OBJECTIVES

COMPLETE TERMINOLOGY

Is the pain associated with

- meals?
- emotional tension?
- fatigue?
- coughing?
- alcohol ingestion?
- intercourse?

Personal History

Tell me about all other

- illnesses.
- hospitalizations you have had.

-injuries.

-broken bones.

What is your occupation?

Do you drink alcohol?

-smoke cigarettes?

Связанна ли эта боль с

- принятием пищи?
- эмоционально напряжённым состоянием?
- усталостью?
- % запахом?
- принятием спиртных напитков?
- половыми сношениями?

Личная медицинская история

Расскажите мне о всех других

- заболеваниях.
- пребываниях в больнице.

EO C.3.01-4

The student will be able to ask the question on PERSONAL HISTORY and comprehend the essential medically related facts and affirmative and negative responses.

- Кто вы по специальности?
- Вы пьёте спиртные напитки?
- Вы курите?



TASK SCENARIO

ENABLING OBJECTIVES

COMMENTS

COMPLETE TERMINOLOGY

Are your parents alive or dead?

-siblings alive or dead?

What was the cause of death?

Do you or any member of your family have a history of tuberculosis?

-headaches?

-kidney disease?

-heart disease?

-stroke?

-diabetes mellitus?

-mental illness?

-high blood pressure?

-cancer?

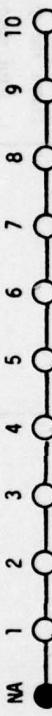
-bleeding disorders?

-seizures?

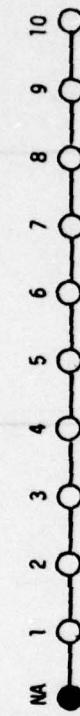
-asthma?

Ваши родители еще живы или уже умерли?
 Ваши братья и сестры все еще живут?
 Что было причиной смерти?
 Голели ли вы или члены вашей семьи когда-нибудь – туберкулезом?
 - головная болью?
 - заболеванием почек?
 - заболеванием сердца?
 - параличом ударом?
 - сахарным диабетом?
 - психическими заболеваниями?
 - повышенным давлением крови?
 - раком?
 - кровотечением?
 - припадками?
 - астмой?

TSO
EO



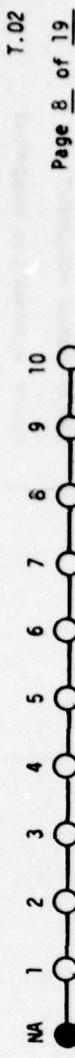
| TASK SCENARIO | ENABLING OBJECTIVES | COMMENTS | COMPLETE TERMINOLOGY |
|-------------------------|---|---|---|
| Allergies | EO C.3.01-5 Are you allergic to foods, drugs, fabrics, pollens? Tell me what your reaction is. | Words like <u>fabrics</u> and <u>pollens</u> can be changed to: <u>clothing</u> <u>plants</u> . | <u>Аллергии</u> Вы склонны к пищевой, лекарственной, тканевой или пыльцевой аллергией? Скажите, какая у вас сыпьает реакция? |
| Current Medication | EO C.3.01-6 The student will be able to ask two questions on CURRENT MEDICATION and write down the responses. | | <u>текущее лечение</u> Вы принимаете какое-нибудь лекарство теперь? Какое лекарство вы принимаете? Почему вы принимаете это лекарство? Как долго вы принимаете это лекарство? |
| General State of Health | EO C.3.01-7 Are you taking medicine now? What is the medicine you are taking? Why are you taking the medicine? How long have you been taking the medicine? How many pills do you take and how many times a day do you take them? | | <u>общее состояние здоровья</u> Вы испытываете усталость - всё время? - только после напряжения? Вы прибавили или сбавили в весе за последнее время? Сколько килограммов? |



| TASK SCENARIO | ENABLING OBJECTIVES | COMMENTS | COMPLETE TERMINOLOGY |
|--|---|---|---|
| | | | |
| <p>Is your appetite good or poor? Has it changed recently?</p> <p>Have you had fever? How often do you have fever? When during the day do you have fever?</p> <p>Have you had frequent infections? Where?</p> <p>Are you able to do the things you usually do during a normal day?</p> <p>IF YES, GO TO BLANKET QUESTIONS.</p> | <p>Do you have any skin-eruptions?</p> <p>The student will be able to ask the questions on SKIN from memory and go to BLANKET QUESTIONS when receiving an affirmative response.</p> | <p>Есть ли у вас – высыпь на коже?</p> <ul style="list-style-type: none"> - сыпь на коже? - чесотка? - перемена пигмента? - перемена строения кожи? - потеря температуры? <p>теряли ли вы когда-нибудь волосы?</p> <p>Гыла ли у вас когда-нибудь деформация или расстройство ногтей?</p> | <p>у вас аппетит хороший или плохой? Пали ли какие-нибудь перемены в нём?</p> <p>у вас была горячка? Как часто у вас бывает горячка? В какую пору дня у вас сыпает горячка?</p> <p>у вас бывали частые инфекции? Где?</p> <p>Вы можете делать всё то, что вы нормально делаете в течение обычного дня?</p> <p>ЕСЛИ ДА, ТО ОТВЕТЬТЕ НА "ОГИБАЕЩИЕ ВОПРОСЫ".</p> <p><u>Кожа</u></p> <p>Есть ли у вас – высыпь на коже?</p> <ul style="list-style-type: none"> - сыпь на коже? - чесотка? - перемена пигмента? - перемена строения кожи? - потеря температуры? <p>теряли ли вы когда-нибудь волосы?</p> <p>Гыла ли у вас когда-нибудь деформация или расстройство ногтей?</p> |

TSO No. 91B.SF / C.3.01 / RU

■ TSO
■ EO



TASK SCENARIO

IF YES, GO TO BLANKET QUESTIONS.
Head, Eyes, Ears, Nose, Throat-HEENT

Do you have headaches?

IF YES, GO TO PAIN INDEX.

Do you have-drainage from eye?

-sensitivity to light?

Do you have-diminished hearing? Which

ear?

-unusual noises in ear(s)?

-drainage from ear(s)?

-sensitivity to loud noises?

Do you have-diminished sense of smell?

-unusual persistent smell?

-nose bleeds?

-nasal obstruction?

-unusual discharge from nose?

ENABLING OBJECTIVES

EO C.3.01-9

The student will be able to ask the questions on HEENT from memory and go to PAIN INDEX OR BLANKET QUESTIONS according to the appropriate affirmative response.

COMMENTS

COMPLETE TERMINOLOGY

ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.
Голова, Глаза, Уши, Нос, Горло - ГРУНТ

у вас бывает боли головы?

ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К УКАЗ. БОЛИ.

Ваша голова дренажируется?

Вы чувствительны к свету?

Головаст у вас "чёрные пятна" в глазах?

Вам трудно помечтать в фокусе?

У вас повреждённая слух? В каком

ухе?

В ушах бывает странный шум?

А из ушей течёт?

Вы чувствительны к громкому шуму?

Ваш нюх повреждён?

У вас бывают странные постоянные запахи?

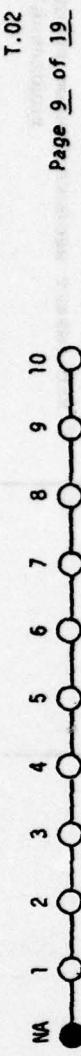
У вас бывает кровотечение из носу?

У вас бывает носовая обструкция?

У вас бывают необыкновенные носовые выделения?

TSO No. 91B.SF / C.3.01 / RU

■ TSO
■ EO



TASK SCENARIO

ENABLING OBJECTIVES

COMMENTS

COMPLETE TERMINOLOGY

Do you have-sore throat?

-difficulty in swallowing?

-difficulty in speech?

-dental caries?

-bleeding or swelling gums?

-ill-fitting dentures?

-hoarseness?

IF YES, GO TO BLANKET QUESTIONS.

Respiratory

Do you have-wheezing?

-cough?

-shortness of breath?

What precipitates this?

Does your cough produce-pain?

-sputum?

What is the-color of the sputum?

-consistency

-odor

-amount

EO C.3.01-10

The student will be able to ask the questions on RESPIRATORY from memory and go to the PAIN INDEX when giving an affirmative response.

ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОДЫЩИМ ВОПРОСАМ.

Дыхательный

У вас синистянее дыхание?

Вы кашлаете?

У вас одышка?

Какая причина этого?

Вы вызываете ли ваш кашель боль?

Вы отхаркиваете мокроту, когда кашите?

Какого цвета мокрота?

Какая плотность мокроты?

Какой запах мокроты?

Какое количество мокроты?



TASK SCENARIO

Does this occur at a specific time of day?**Is your shortness of breath**

- only on exertion?
- all the time?
- worse at night?
- waking you at night?

Do you have to sleep propped on pillows?**Do you have pain? (IF YES, GO TO PAIN INDEX.)****IF YES, GO TO BLANKET QUESTIONS.****Cardiovascular****Do you have chest pain? (IF YES, GO TO PAIN INDEX.)**

- palpitations?
- pressure near heart?
- heart murmur?
- leg or ankle swelling?
- high blood pressure?

ENABLING OBJECTIVES

COMMENTS

COMPLETE TERMINOLOGY
Это случается в определённое время дня?
у вас одышка

- только при напряжении?
- всё время?
- особенно ночью?
- не даёт вам спать?

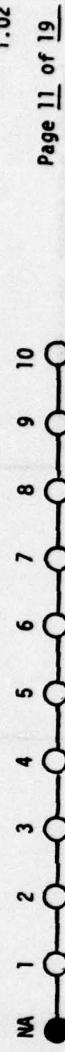
Вы спите опираясь на подушки?
у вас есть боль? ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ
К "УКАЗАТЕЛЮ БОЛИ".

ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К "ОБЩИМ ВОПРОСАМ"
Кардио-васкулярный

EO C.3.01-11

The student will be able to ask from memory the questions on CARDIOVASCULAR and go to either PAIN INDEX or BLANKET QUESTIONS according to an appropriate affirmative response.

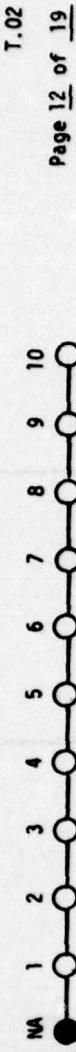
- у вас болят грудь? ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К "УКАЗАТЕЛЮ БОЛИ".
- у вас давит сердечиение?
- у вас давит около сердца?
- у вас шум в сердце?
- у вас опухоль ноги или лодышки?
- у вас высокое давление крови?



| TASK SCENARIO | ENABLING OBJECTIVES | COMMENTS | COMPLETE TERMINOLOGY |
|--|--|---|--|
| <p>Have you ever had an electrocardiogram (EKG)?</p> <p>IF YES, GO TO BLANKET QUESTIONS.</p> | <ul style="list-style-type: none"> -history of blood clots, varicose veins? -cold sweats? -history of irregular (rapid or slow) pulse? | <p>EKG is a possible deletion. It may be too sophisticated.</p> | <p>Голосили ли вы когда-нибудь - закупоривающим тромбозом?</p> <p>- варикозными венами?</p> <p>Вас бросало когда-нибудь в холодный пот?</p> <p>Был ли у вас когда-нибудь нерегулярный (быстрый или вялый) пульс?</p> <p>Вам делали когда-нибудь электрокардиограмму?</p> |

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TASK SCENARIO

ENABLING OBJECTIVES

COMMENTS

COMPLETE TERMINOLOGY

Do you have abdominal pain?

-indigestion?

IF YES, GO TO PAIN INDEX.

What gives relief?

Have you been vomiting?

What-color is the vomitus?

-consistency

-amount

Is the vomiting-projectile?

-bloody?

Have you ever-bled from the rectum?

-had tarry, black stools?

IF YES, GO TO BLANKET QUESTIONS.

Gynecological

At what age did your menstrual period begin?
How often do you have your period?
How long does it last?

EO L.3.01-13

The student will be able to ask the questions on GYNECOLOGICAL from memory and go to BLANKET QUESTIONS when receiving an affirmative response.

| | |
|---|--|
| у вас - оральная боль? | ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К УКАЗАТЕЛЮ БОЛИ. |
| - несварение желудка? | Что вам даёт облегчение? |
| Вас рвало? | Какого цвета рвота? |
| Рвота у вас - сурная? | Какой плотности рвота? |
| - кровавая? | Какое количество рвоты? |
| Кровавили вы когда-нибудь из прямой кишки? | ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ. |
| у вас был когда-нибудь дёгтеобразный стул? | |
| | <u>Гинекологический</u> |
| В каком возрасте началась ваша менструация? | |
| Как часто сливает у вас менструации? | |
| Как долго она длится? | |

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1
M

TASK SCENARIO

ENABLING OBJECTIVES

COMMENTS

COMPLETE TERMINOLOGY

Do you have bleeding between periods?

-pain between periods?

-bleeding with intercourse?

-pain with intercourse?

-vaginal discharge?

What is the-color

-odor

-consistency
of the vaginal discharge?

Does the discharge produce itching?

When was your last menstrual period?

How many pregnancies have you had?

How many living children do you have?

Do you have a history of toxemia?

Have you ever had a Pap smear?

IF YES, GO TO BLANKET QUESTIONS.

Вы кровоточите между менструациями?

Бывает у вас боли между менструациями?

Вы кровоточите при половых сношениях?

Одущаете вы боль при половых сношениях?

Бывает у вас влагалищные выделения?

Какого цвета влагалищные выделения?

Какого запаха влагалищные выделения?

Какой плотности влагалищные выделения?

Вызывают ли эти выделения чесотку?

Когда была у вас последняя менструация?

Сколько беременностей у вас было?

Сколько из ваших детей еще живут?

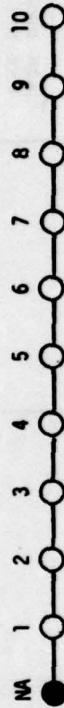
Было когда-нибудь у вас отравление крови?

Было когда-нибудь у вас пробка на
наличие маточно-шеечного рака?

ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЫЧНЫМ ВОПРОСАМ.

Pap smears are required
by Soviet government
for all females yearly.

■ TSO
■ EO



TASK SCENARIO

COMMENTS

COMPLETE TERMINOLOGY

Genitourinary

Do you have-difficulty with voiding?
-pain or burning with voiding?

The student will be able
to ask the questions on
GENITOURINARY from memory
and go to BLANKET QUESTIONS
when receiving an appropriate response.

- frequency of voiding?
- urgency of voiding?
- hesitancy of voiding?
- voiding at night?
- bleeding with voiding?

-history of kidney stones?

Have you had venereal disease?

IF YES, GO TO BLANKET QUESTIONS.

Musculoskeletal

Do you have-muscle weakness?
-Joint stiffness?
-pain?
-swelling?

Do you have-muscle cramps?
-twitches or tremors?

IF YES, GO TO BLANKET QUESTIONS.

| | | ENABLEING OBJECTIVES | COMMENTS | COMPLETE TERMINOLOGY |
|--|--|----------------------|----------|---|
| <u>Genito-mочевая (мочеполовая)</u> | | | | <p>Вам трудно опорожнить мочевую пузырь?</p> <p>Вам больно или вас жжёт при выделении мочи?</p> <p>Вы часто опорожняете мочевую пузырь?</p> <p>Вы испытываете настоящую необходимость мочиться?</p> <p>Вы испытываете нерешительность в мочеиспускании?</p> <p>Вы мочитесь ночью?</p> <p>У вас сбивает кровавая моча?</p> <p>У вас была когда-нибудь мочекаменная болезнь?</p> <p>У вас была когда-нибудь венерическая болезнь?</p> <p>ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОДИНМ ВОПРОСАМ.</p> <p><u>Мускуло-скелетный</u></p> <p>У вас общая слабость мускулатуры?</p> <p>Вы страдаете от неподвижности суставов?</p> <p>У вас есть боли?</p> <p>У вас опухоль?</p> <p>У вас мускульные судороги?</p> <p>У вас подёргивание или дрожь?</p> <p>ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОДИНМ ВОПРОСАМ.</p> |

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| TASK SCENARIO | ENABLING OBJECTIVES | COMMENTS | COMPLETE TERMINOLOGY |
|-------------------------|--|---|--|
| Neuropsychiatric | <p>E0 C. 3.01-16</p> <p>The student will be able to ask the questions on NEUROPSYCHIATRIC from memory and go to BLANKET QUESTIONS when receiving an affirmative response.</p> <ul style="list-style-type: none">- seizures?- black outs?- tremors?- numbness?- increased feeling?- decreased feeling?- anxiety?- nervousness?- depression?- impaired memory?- confusion? | <p>Do you have-dizziness?</p> <ul style="list-style-type: none">- приступы?- временная потеря сознания?- дрожь?- оцепенение?- повышенная чувствительность?- пониженная чувствительность?- беспокойство?- нервность?- депрессия (уныние)?- ослабленная память?- растерянность замешательство ? | <p>у вас - головокружение?</p> <ul style="list-style-type: none">- приступы?- временная потеря сознания?- дрожь?- оцепенение?- повышенная чувствительность?- пониженная чувствительность?- беспокойство?- нервность?- депрессия (уныние)?- ослабленная память?- растерянность замешательство ? |

IF YES, GO TO BLANKET QUESTIONS.

Questions relating to orientation:

What is the date/year?

Where are you?

What is your name?

ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.

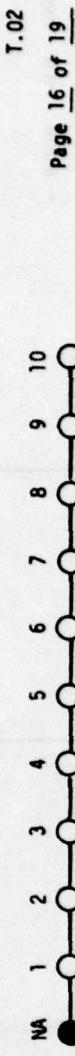
Вопросы относящиеся к ориентации:

Какое сегодня число/год?

Где вы находитесь?

Как ваша фамилия, имя, отчество?
Как вас зовут?

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TASK SCENARIO

ENABLING OBJECTIVES

COMPLETE TERMINOLOGY

Лимфатический и гематологическийLymphatic and Hematologic

Do you have swollen glands?

- bleeding from body orifices?

- increased bruising?

- anemia?

- circumstance requiring blood transfusion?

IF YES, GO TO BLANKET QUESTIONS.

Endocrine

EO C.3.01-18

The student will be able to ask the questions on ENDOCRINE from memory and go to BLANKET QUESTIONS when receiving an affirmative response.

Does weather change affect you?

Do you have history of thyroid disorder?

- difficulty swallowing?

- increased nervousness?

- sugar in your urine?

- sugar in your blood?

- increased thirst?

- craving for sweets?

- increased voiding?

COMMENTS

Лимфатический и гематологическийLymphatic and Hematologic

У вас - напухшие железы?

- кровотечение из отверстий тела?

- повышенная восприимчивость к кровоподтекам?

- малокровие?

У вас бывают обстоятельства требующие переливание крови?

ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.

ЭндокринныйEndocrine

Перемена в погоде влияет на вас?
У вас бывали расстройства щитовидной железы?

Вам больно глотать?

У вас - повышенная нервность?

- сахар в моче?

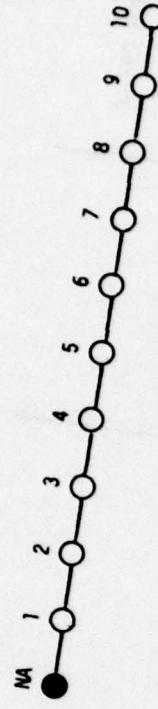
- сахар в крови?

- повышенная жажда?

Вы жаждите сладостей?

У вас повышенное мочеиспускание?
Sugar in urine or blood are determined by tests. This information is rarely known by the patient.

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 EO



TASK SCENARIO

-profuse perspiring, especially at night?
IF YES, GO TO BLANKET QUESTIONS.
Treatments

Medicine:

- Take this medicine-every day.
- every other day.
- twice a day.
- three times a day.
- four times a day.
- every four hours.
- every six hours.
- every eight hours.
- every twelve hours.
- before meals.
- after meals.
- with meals.
- as needed (prn).

ENABLING OBJECTIVES

COMMENTS

COMPLETE TERMINOLOGY

у вас осильные поты, особенно по ночам?
 Если да, то переходите к общим вопросам.

Лечение
 Лекарство:

Принимайте это лекарство - каждая день.
 - через день.
 - два раза в день.
 - три раза в день.

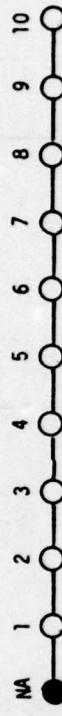
Если да, то переходите к общим вопросам.
 Лекарство:
 Принимайте это лекарство - каждая день.
 - через день.
 - два раза в день.
 - три раза в день.
 - четыре раза в день.
 - через четыре часа.
 - через шесть часов.
 - через восемь часов.
 - через двенадцать часов.
 - перед едой.
 - после еды.
 - вместе с едой.
 - если это нужно.

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TASK SCENARIO

ENABLING OBJECTIVES

COMMENTS

COMPLETE TERMINOLOGY

Place this tablet under your tongue.

Instill these drops in your-right eye.

- left eye.
- right ear.
- left ear.
- nose.

Keep your eye closed with a patch.

Put this ointment in/on the affected area.

Cleanse the area with-peroxide.

-saline.

-sterile water.

Keep the area covered with a dry, sterile dressing.

Soak your-foot in warm water.

-arm

-hand

-body part

Положите эту таблетку под язык.

Пускайте эти капли - в правый глаз.

- в левый глаз.
- в правое ухо.
- в левое ухо.
- в нос.

Закройте ваш глаз повязкой.

Намажьте этой мазью поражённое место.

Дезинфицируй место - перекисем водорода.

- физиологическим раствором.
- физиологическая вода.

Очистите место стерильной водой.
Накройте поражённое место сухой, стерильной повязкой.

Помочите - ногу в тёплой воде.

- руку в тёплой воде.
- руку в тёплой воде.

- часть тела в тёплой воде.

NA 1 2 3 3 4 5 6 7 8 9 10
 1 2 3 4 5 6 7 8 9 10
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TASK SCENARIO

Apply-heat to the area.

-cold

Keep the area immobile.

Exercise the area.

Diet:

COMPLETE TERMINOLOGY

Поставьте горячий компресс на больное место.

- холодный компресс -

Держите большое место неподвижно.

Утражните большое место

Диета:

Соблюдайте эту - малосолевую - диету.

Follow this-restricted salt diet.

-no salt

-high protein

-low cholesterol

-bland

-restricted calorie

-liquid

Restrict your fluid intake to ____ cc's

a day.

COMMENTS

| | Other High-Frequency Terms: | Другие высокочастотные термины |
|--|--------------------------------|--------------------------------|
| Postavьте горячий компресс на большое место. | blood pressure- давление крови | |
| - холодный компресс - | pulse- пульс | |
| Держите большое место неподвижно. | respirations- дыхание | |
| Утражните большое место | temperature- температура | |
| диета: | X-ray- рентген, снимок | |
| Соблюдайте эту - малосолевую - диету. | cast- гипс | |
| - бессолевую - | sutures- шов, швы | |
| - высокобелковую - | blood test- пробы на кровь | |
| - малохолестериновую - | | |
| - успокаивающую - | | |
| - голодную - | | |
| - жидкую - | | |
| Ограничесь в приеме жидкостей ____ см | | |
| в день. | | |

Often patients will not know cholesterol or calorie.

LPM Functional Indices

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| 1.0 Factual Information | 2.0 Intellectual Attitudes | 3.0 Emotional Attitudes | 4.0 Suation | 5.0 Elementary Social Rituals | 6.0 Managing Communication |
|-------------------------|----------------------------|-------------------------|-------------|---|--|
| | | | | <p>In the linguistic production aspect of this task, the principle function employed is:</p> <p>Inquire About. The grammatical requirement implied by that function is facility with various types of questions. However, the requirements on receptive capacity of the job holder are much higher, although they do not appear in the scenario, since he/she must be able to understand and record the responses to his/her questions.</p> | |
| | | | | | <p>A second function is 4.6, directions/instructions/commands used primarily in EO C.3.01-19 TREATMENTS.</p> |

| Crit | English | Target Language: RUSSIAN | Crit | English |
|-------------------------------------|---------------------|----------------------------|-------------------------------------|-------------------|
| <input checked="" type="checkbox"/> | abdominal pain | брюшная боль | <input checked="" type="checkbox"/> | blood |
| <input checked="" type="checkbox"/> | address | адрес | <input checked="" type="checkbox"/> | blood clot |
| <input checked="" type="checkbox"/> | age | возраст | <input checked="" type="checkbox"/> | blood test |
| <input checked="" type="checkbox"/> | aggravating factors | усугубляющие факторы | <input checked="" type="checkbox"/> | blood transfusion |
| <input checked="" type="checkbox"/> | alcohol ingestion | принятие спиртных напитков | <input checked="" type="checkbox"/> | blood type |
| <input checked="" type="checkbox"/> | alive | живой | <input checked="" type="checkbox"/> | bloody |
| <input checked="" type="checkbox"/> | allergy | аллергия | <input checked="" type="checkbox"/> | body orifices |
| <input checked="" type="checkbox"/> | amount | количество | <input checked="" type="checkbox"/> | bowels |
| <input checked="" type="checkbox"/> | anemia | малокровие | <input checked="" type="checkbox"/> | breathe in |
| <input checked="" type="checkbox"/> | ankle | лодыжка | <input checked="" type="checkbox"/> | breathe out |
| <input checked="" type="checkbox"/> | anxiety | беспокойство | <input checked="" type="checkbox"/> | broken bone |
| <input checked="" type="checkbox"/> | appetite | аппетит | <input checked="" type="checkbox"/> | bruising |
| <input checked="" type="checkbox"/> | apply | прикладывать | <input checked="" type="checkbox"/> | bruising |
| <input checked="" type="checkbox"/> | asthma | астма | <input checked="" type="checkbox"/> | cancer |
| <input checked="" type="checkbox"/> | be treated | лечиться | <input checked="" type="checkbox"/> | cardiovascular |
| <input checked="" type="checkbox"/> | black outs | временная потеря сознания | <input checked="" type="checkbox"/> | cast |
| <input checked="" type="checkbox"/> | "black spot" | "чёрное пятно" | <input checked="" type="checkbox"/> | cause of death |
| <input checked="" type="checkbox"/> | bland | успокаивающий | <input checked="" type="checkbox"/> | characteristics |
| <input checked="" type="checkbox"/> | bleeding disorders | кровотечения | <input checked="" type="checkbox"/> | chest |

| Crit | English | Target Language: RUSSIAN |
|-------------------------------------|-------------------|--------------------------|
| <input checked="" type="checkbox"/> | blood | кровь |
| <input checked="" type="checkbox"/> | blood clot | закупоривающий тромбоз |
| <input checked="" type="checkbox"/> | blood test | проба на кровь |
| <input checked="" type="checkbox"/> | blood transfusion | переливание крови |
| <input checked="" type="checkbox"/> | blood type | тип крови |
| <input checked="" type="checkbox"/> | bloody | кровавый |
| <input checked="" type="checkbox"/> | body orifices | отверстия тела |
| <input checked="" type="checkbox"/> | bowels | ступ |
| <input checked="" type="checkbox"/> | breathe in | вдыхать |
| <input checked="" type="checkbox"/> | breathe out | выдыхать |
| <input checked="" type="checkbox"/> | broken bone | перелом кости |
| <input checked="" type="checkbox"/> | bruising | восприимчивость |
| <input checked="" type="checkbox"/> | bruising | кровоподтёк |
| <input checked="" type="checkbox"/> | cancer | рак |
| <input checked="" type="checkbox"/> | cardiovascular | кардио-васкулярный |
| <input checked="" type="checkbox"/> | cast | гипс |
| <input checked="" type="checkbox"/> | cause of death | причина смерти |
| <input checked="" type="checkbox"/> | characteristics | признаки |
| <input checked="" type="checkbox"/> | chest | грудь |

| Crit | English | Target Language: RUSSIAN | Crit |
|-------------------------------------|--------------------|--------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | children | дети | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | confusion | замешательство | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | cough | кашель | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | coughing | кашление | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | cold compress | охладительный компресс | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | consistency | плотность | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | cold sweat | холодный пот | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | color | цвет | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | crushing | удручающий | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | current medication | текущее лечение | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | date | число | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | day | день | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | decreased | пониженная | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | deformity | деформация | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | dentures | зубной протез | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | depression | депрессия | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | diabetes | сахарный диабет | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | die | умирать, умереть | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | diet | диета | <input checked="" type="checkbox"/> |

| Crit | English | Target Language: RUSSIAN | Crit | English | Target Language: |
|-------------------------------------|-------------------|--------------------------|-------------------------------------|-------------------|------------------------------------|
| <input checked="" type="checkbox"/> | dizziness | головокружение | <input checked="" type="checkbox"/> | drug | лекарство |
| <input checked="" type="checkbox"/> | dull | тупой | <input checked="" type="checkbox"/> | duration | длительность |
| <input checked="" type="checkbox"/> | ear | ухо | <input checked="" type="checkbox"/> | ears | уши |
| <input checked="" type="checkbox"/> | electrocardiogram | электрокардиограмма | <input checked="" type="checkbox"/> | emotional tension | эмоционально-тактическое состояние |
| <input checked="" type="checkbox"/> | endocrine | эндокринный | <input checked="" type="checkbox"/> | every (4) hours | через четыре часа |
| <input checked="" type="checkbox"/> | exercise | упражнение | <input checked="" type="checkbox"/> | exertion | напряжение |
| <input checked="" type="checkbox"/> | eyes | глаза | <input checked="" type="checkbox"/> | fabric | тканевый, ткань |
| <input checked="" type="checkbox"/> | fatigue | усталость | <input checked="" type="checkbox"/> | feeling | чувствительность |
| <input checked="" type="checkbox"/> | fever | горячка | <input checked="" type="checkbox"/> | focus | фокус |
| <input checked="" type="checkbox"/> | food | пища | <input checked="" type="checkbox"/> | | |

| <u>Crit</u> | <u>English</u> | <u>Target Language: RUSSIAN</u> | <u>crit</u> | <u>English</u> | <u>Target Language: RUSSIAN</u> |
|--|---------------------------------|--|--|--|---|
| <input checked="" type="checkbox"/> <u>frequency</u> | <u>возрастность</u> | <input checked="" type="checkbox"/> <u>boarseness</u> | <input checked="" type="checkbox"/> <u>хрипота</u> | <u>hospitalization</u> | <u>пребывания в больнице</u> |
| <input checked="" type="checkbox"/> <u>gastrointestinal</u> | <u>желудочно-кишечный</u> | <input checked="" type="checkbox"/> <u>hot compress</u> | <input checked="" type="checkbox"/> <u>согревательный компресс</u> | <u>general questions</u> | <u>общие вопросы</u> |
| <input checked="" type="checkbox"/> <u>general state of</u> | <u>общее состояние здоровья</u> | <input checked="" type="checkbox"/> <u>illness</u> | <input checked="" type="checkbox"/> <u>заболевание</u> | <u>health</u> | <u>имобильный</u> |
| <input checked="" type="checkbox"/> <u>genitourinary</u> | <u>генито-мочевая</u> | <input checked="" type="checkbox"/> <u>impaired memory</u> | <input checked="" type="checkbox"/> <u>ослабленная память</u> | <u>gum</u> | <u>повышенный</u> |
| <input checked="" type="checkbox"/> <u>gnawing</u> | <u>грызущий</u> | <input checked="" type="checkbox"/> <u>increased</u> | <input checked="" type="checkbox"/> <u>указатель</u> | <input checked="" type="checkbox"/> <u>desna</u> | <u>наварение желудка</u> |
| <input checked="" type="checkbox"/> <u>gynecological</u> | <u>гинекологический</u> | <input checked="" type="checkbox"/> <u>indigestion</u> | <input checked="" type="checkbox"/> <u>инфекция</u> | <input checked="" type="checkbox"/> <u> волосы</u> | <u>инфекция</u> |
| <input checked="" type="checkbox"/> <u>hair</u> | <u>рука</u> | <input checked="" type="checkbox"/> <u>infection</u> | <input checked="" type="checkbox"/> <u>повреждение</u> | <input checked="" type="checkbox"/> <u>hand</u> | <u>половые сношения</u> |
| <input checked="" type="checkbox"/> <u>happen</u> | <u>случаться</u> | <input checked="" type="checkbox"/> <u>intercourse</u> | <input checked="" type="checkbox"/> <u>чесотка</u> | <input checked="" type="checkbox"/> <u>head</u> | <input checked="" type="checkbox"/> <u>желчность</u> |
| <input checked="" type="checkbox"/> <u>headache</u> | <u>голова</u> | <input checked="" type="checkbox"/> <u>itching</u> | <input checked="" type="checkbox"/> <u>jaundice</u> | <input checked="" type="checkbox"/> <u>headache</u> | <input checked="" type="checkbox"/> <u>неподвижность суставов</u> |
| <input checked="" type="checkbox"/> <u>heart disease</u> | <u>головная боль</u> | <input checked="" type="checkbox"/> <u>jaundice</u> | <input checked="" type="checkbox"/> <u>joint stiffness</u> | <input checked="" type="checkbox"/> <u>height</u> | <input checked="" type="checkbox"/> <u>заболевание почек</u> |
| <input checked="" type="checkbox"/> <u>height</u> | <u>заболевание сердцем</u> | <input checked="" type="checkbox"/> <u>kidney disease</u> | <input checked="" type="checkbox"/> <u>kidney stones</u> | <input checked="" type="checkbox"/> <u>hematologic</u> | <input checked="" type="checkbox"/> <u>мочекаменная болезнь</u> |
| <input checked="" type="checkbox"/> <u>hematologic</u> | <u>рост</u> | <input checked="" type="checkbox"/> <u>kidney stones</u> | <input checked="" type="checkbox"/> <u>kilogram</u> | <input checked="" type="checkbox"/> <u>high blood pressure</u> | <input checked="" type="checkbox"/> <u>килограмм</u> |
| <input checked="" type="checkbox"/> <u>high blood pressure</u> | <u>высокое давление крови</u> | <input checked="" type="checkbox"/> <u>last</u> | <input checked="" type="checkbox"/> <u>высокобелковый</u> | <input checked="" type="checkbox"/> <u>high-protein</u> | <input checked="" type="checkbox"/> <u>продолжать</u> |

LPM Vocabulary Indices for TSO No. 91B.SF / C.1.01 / RU

| Crit | English | Target Language: RUSSIAN | Crit | English | Target Language: RUSSIAN |
|-------------------------------------|------------------|--------------------------|-------------------------------------|------------------|-----------------------------------|
| <input checked="" type="checkbox"/> | left eye | левая глаз | <input checked="" type="checkbox"/> | night | ночь |
| <input checked="" type="checkbox"/> | let go | отпустить | <input checked="" type="checkbox"/> | noise | шум |
| <input checked="" type="checkbox"/> | light | лайт | <input checked="" type="checkbox"/> | no-salt | бессолевой |
| <input checked="" type="checkbox"/> | light | свят | <input checked="" type="checkbox"/> | nose | нос |
| <input checked="" type="checkbox"/> | liquid | жидкость | <input checked="" type="checkbox"/> | nose bleed | кровотечение из носу |
| <input checked="" type="checkbox"/> | live | жить | <input checked="" type="checkbox"/> | numbness | ощущение |
| <input checked="" type="checkbox"/> | low cholesterol | малохолестерольный | <input checked="" type="checkbox"/> | pain | боль |
| <input checked="" type="checkbox"/> | lymphatic | лимфатический | <input checked="" type="checkbox"/> | palpitations | сердцебиение |
| <input checked="" type="checkbox"/> | main | главный | <input checked="" type="checkbox"/> | rap smear | проба на наличие маточно-шеечного |
| <input checked="" type="checkbox"/> | meals | пища | <input checked="" type="checkbox"/> | reca | рака |
| <input checked="" type="checkbox"/> | medicine | лекарство | <input checked="" type="checkbox"/> | parents | родители |
| <input checked="" type="checkbox"/> | menstrual period | менструация | <input checked="" type="checkbox"/> | periodicity | периодичность |
| <input checked="" type="checkbox"/> | mental illness | психическое заболевание | <input checked="" type="checkbox"/> | personal medical | личная медицинская история |
| <input checked="" type="checkbox"/> | month | месяц | <input checked="" type="checkbox"/> | history | |
| <input checked="" type="checkbox"/> | muscle cramps | мышечные судороги | <input checked="" type="checkbox"/> | peroxide | перекись |
| <input checked="" type="checkbox"/> | musculoskeletal | мускуло-скелетный | <input checked="" type="checkbox"/> | pill | пилотка, таблетка |
| <input checked="" type="checkbox"/> | nail | ноготь | <input checked="" type="checkbox"/> | pillow | подушка |
| <input checked="" type="checkbox"/> | name (full) | имя, отчество, и фамилия | <input checked="" type="checkbox"/> | pollen | пыльцевой, пыльца |
| <input checked="" type="checkbox"/> | nervousness | нервность | <input checked="" type="checkbox"/> | pregnancy | беременность |

T.04
Page 4 of 6

| Crit | English | Target Language: RUSSIAN | Crit | English | Target Language: RUSSIAN |
|-------------------------------------|-----------------------|--------------------------|-------------------------------------|---------------------|--------------------------|
| <input checked="" type="checkbox"/> | projectile (of vomit) | бурный | <input checked="" type="checkbox"/> | severe | трезубый |
| <input checked="" type="checkbox"/> | Push in | нахмартъ | <input checked="" type="checkbox"/> | severity | трезубина |
| <input checked="" type="checkbox"/> | occupation | срециальность | <input checked="" type="checkbox"/> | sharp | острый |
| <input checked="" type="checkbox"/> | odor | запах | <input checked="" type="checkbox"/> | shortness of breath | одышка |
| <input checked="" type="checkbox"/> | radiation | распространение | <input checked="" type="checkbox"/> | siblings | братья и сестры |
| <input checked="" type="checkbox"/> | rash | сыпь на коже | <input checked="" type="checkbox"/> | skin | кожа |
| <input checked="" type="checkbox"/> | reaction | реакция | <input checked="" type="checkbox"/> | skin eruption | высыпь на коже |
| <input checked="" type="checkbox"/> | rectum | прямая кишка | <input checked="" type="checkbox"/> | smell (sense of) | нюх |
| <input checked="" type="checkbox"/> | relief | облегчение | <input checked="" type="checkbox"/> | smoke | курить |
| <input checked="" type="checkbox"/> | relieving factors | облегчение факторы | <input checked="" type="checkbox"/> | speak | говорить |
| <input checked="" type="checkbox"/> | respiratory | дыхательный | <input checked="" type="checkbox"/> | special times | определенное время |
| <input checked="" type="checkbox"/> | rest | отдыхать | <input checked="" type="checkbox"/> | sputum | мокрота |
| <input checked="" type="checkbox"/> | restricted calorie | голодная диета | <input checked="" type="checkbox"/> | start | начинать |
| <input checked="" type="checkbox"/> | (diet) | | <input checked="" type="checkbox"/> | sterile dressing | стерильная перевязка |
| <input checked="" type="checkbox"/> | right eye | правый глаз | <input checked="" type="checkbox"/> | sterile water | стерильная вода |
| <input checked="" type="checkbox"/> | saline | физиологический раствор | <input checked="" type="checkbox"/> | stroke | пародичный удар |
| <input checked="" type="checkbox"/> | seizures | припадки | <input checked="" type="checkbox"/> | sudden | внезапный |
| <input checked="" type="checkbox"/> | seizures | приступы | <input checked="" type="checkbox"/> | sugar | сахар |
| | | | <input checked="" type="checkbox"/> | sutures | шов, швы |

LPM Vocabulary Indices for TSO No. 91B.SF / C.1.01 / RU

| Crit | English | Target Language: RUSSIAN | crit | English | Target Language: RUSSIAN |
|-------------------------------------|--------------------|--------------------------------|-------------------------------------|-------------------|--------------------------------|
| <input checked="" type="checkbox"/> | swallow | глотать | <input checked="" type="checkbox"/> | twitches | полёргивание |
| <input checked="" type="checkbox"/> | swelling | опухоль | <input checked="" type="checkbox"/> | urine | моча |
| <input checked="" type="checkbox"/> | swollen glands | напухшие железы | <input checked="" type="checkbox"/> | vaginal discharge | влагалищные выделения |
| <input checked="" type="checkbox"/> | take medicine | принимать лекарство | <input checked="" type="checkbox"/> | venereal disease | венерическая болезнь |
| <input checked="" type="checkbox"/> | tarry, black stool | длительный стул | <input checked="" type="checkbox"/> | void | мочиться |
| <input checked="" type="checkbox"/> | tell, relate | рассказывать | <input checked="" type="checkbox"/> | voiding | выделение мочи |
| <input checked="" type="checkbox"/> | temperature | температура | <input checked="" type="checkbox"/> | voiding | мочеиспускание |
| <input checked="" type="checkbox"/> | temperature change | перемена температура | <input checked="" type="checkbox"/> | vomit | рвота |
| <input checked="" type="checkbox"/> | texture change | перемена строения кожи | <input checked="" type="checkbox"/> | weather | погода |
| <input checked="" type="checkbox"/> | thirst | жажда | <input checked="" type="checkbox"/> | weight | вес |
| <input checked="" type="checkbox"/> | throat | горло | <input checked="" type="checkbox"/> | wheezing | систящее дыхание |
| <input checked="" type="checkbox"/> | thyroid disorder | расстройство щитовидной железы | <input checked="" type="checkbox"/> | X-ray | рентген |
| <input checked="" type="checkbox"/> | time(s) a day | раз в день | <input checked="" type="checkbox"/> | year | год |
| <input checked="" type="checkbox"/> | today | сегодня | <input checked="" type="checkbox"/> | yellow skin | жёлтая кожа, покалечившая кожа |
| <input checked="" type="checkbox"/> | tongue | язык | <input checked="" type="checkbox"/> | | |
| <input checked="" type="checkbox"/> | toxemia | отравление крови | <input checked="" type="checkbox"/> | | |
| <input checked="" type="checkbox"/> | treatment | лечение | <input checked="" type="checkbox"/> | | |
| <input checked="" type="checkbox"/> | tremors | дрожь | <input checked="" type="checkbox"/> | | |
| <input checked="" type="checkbox"/> | tuberculosis | туберкулёз | <input checked="" type="checkbox"/> | | |

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TSO Map

TSO 91B.SF / C.3.01 / RU

RECOMMENDED TRAINING SEQUENCE

| | | | | | | | | | | |
|------|---|---|---|---|---|---|---|---|---|----|
| (NA) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|------|---|---|---|---|---|---|---|---|---|----|

SEQUENCE TYPE

- linear
- hierarchical
- solitary
- independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Interview C.3 / J-19

Functions Catalog: NA. See TSO 91B.SF/C.3.01/RU

Rolebooks: Advisor (Russian)

Special Vocabulary: See TSO 91B.SF/C.3.01/RU: J-04

Technical Documents: _____

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar."

Army Regulation -50-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "INTERVIEWS"

Nineteen (19) Enabling Objectives were specifically determined for this TSO. The interview routine for sick call is basically complete within itself. The EOs for this TSO are found in the Enabling Objectives Column of TSO 91B.SF/C.3.01/RU.

TERMINAL SKILL OBJECTIVE

No. 91B.SF / C.7.01 / RU

COMMUNICATIVE TASK

COMPONENTS

| | |
|-----------------|--|
| <u>Role</u> | <input checked="" type="checkbox"/> Instructor |
| <u>Com Act</u> | <input type="checkbox"/> Demonstrates |
| <u>Audience</u> | <input type="checkbox"/> Group/Individual |
| <u>Topics</u> | <input type="checkbox"/> Bandages/Splints |
| <u>Purpose</u> | <input type="checkbox"/> Training medics |

STATEMENT

The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian Language in a face-to-face situation on a group or individual basis bandaging and splinting by: (1) describing the circumstances which call for bandaging and splinting and (2) demonstrating the proper procedures for bandaging and splinting simulated wounds using medical supplies and available splinting support materials for the purpose of training medical personnel.

CONDITIONS

| PREPARATION TIME | PERFORMANCE TIME |
|----------------------------------|----------------------------------|
| <input type="checkbox"/> 2 hours | <input type="checkbox"/> 30 min. |

Materials/Equipment

dictionary, technical terms, triangular bandages and splints, medi-

| | | | |
|--------|---|--|-------------------------------------|
| cal FM | <input type="checkbox"/> Speech | <input checked="" type="checkbox"/> REGISTER | <input type="checkbox"/> Print |
| | <input checked="" type="checkbox"/> technico-jargon | <input type="checkbox"/> — technical | <input type="checkbox"/> — literary |
| | <input type="checkbox"/> formal | <input type="checkbox"/> — informal | <input type="checkbox"/> — informal |

FUNCTIONS

- 1.0 Fact Info
- 2.0 Intel Att
- 3.0 Emo Att
- 4.0 Suasion
- 5.0 Soc Rit
- 6.0 Man Comm

VOCABULARY

- military
- technical
- other
- medical

See T.04

Page T.01

| | |
|----------------|---|
| DOCUMENTATION: | <input type="checkbox"/> FM 31-21 Special Forces Operations |
| | <input type="checkbox"/> FM 31-20 Special Forces Operational Techniques |
| | <input type="checkbox"/> Task Analysis, 10th SFG, Ft. Devens |
| | <input type="checkbox"/> Interview/Survey Data: DLI Work Unit 35114 |

| | | | | | | | | | | | | | | | |
|---|--|------------------|-------------------|--|-----------------------------------|--|---|--------------------------------------|--------------------------------|---|---|--------------------------------------|--|---------------------------------------|--|
| MACROSTANDARDS | DESCRIPTION The student demonstrates and has trainees participate in bandaging and splinting. The student will answer five questions during each phase of the demonstration - presentation, supervising, evaluating. | | | | | | | | | | | | | | |
| LPM INDICES | <table border="1"> <tr> <td><u>Functions</u></td> <td><u>Vocabulary</u></td> </tr> <tr> <td><input type="checkbox"/> 1.0 Fact Info</td> <td><input type="checkbox"/> military</td> </tr> <tr> <td><input type="checkbox"/> 2.0 Intel Att</td> <td><input checked="" type="checkbox"/> technical</td> </tr> <tr> <td><input type="checkbox"/> 3.0 Emo Att</td> <td><input type="checkbox"/> other</td> </tr> <tr> <td><input checked="" type="checkbox"/> 4.0 Suasion</td> <td><input checked="" type="checkbox"/> medical</td> </tr> <tr> <td><input type="checkbox"/> 5.0 Soc Rit</td> <td></td> </tr> <tr> <td><input type="checkbox"/> 6.0 Man Comm</td> <td></td> </tr> </table> | <u>Functions</u> | <u>Vocabulary</u> | <input type="checkbox"/> 1.0 Fact Info | <input type="checkbox"/> military | <input type="checkbox"/> 2.0 Intel Att | <input checked="" type="checkbox"/> technical | <input type="checkbox"/> 3.0 Emo Att | <input type="checkbox"/> other | <input checked="" type="checkbox"/> 4.0 Suasion | <input checked="" type="checkbox"/> medical | <input type="checkbox"/> 5.0 Soc Rit | | <input type="checkbox"/> 6.0 Man Comm | |
| <u>Functions</u> | <u>Vocabulary</u> | | | | | | | | | | | | | | |
| <input type="checkbox"/> 1.0 Fact Info | <input type="checkbox"/> military | | | | | | | | | | | | | | |
| <input type="checkbox"/> 2.0 Intel Att | <input checked="" type="checkbox"/> technical | | | | | | | | | | | | | | |
| <input type="checkbox"/> 3.0 Emo Att | <input type="checkbox"/> other | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> 4.0 Suasion | <input checked="" type="checkbox"/> medical | | | | | | | | | | | | | | |
| <input type="checkbox"/> 5.0 Soc Rit | | | | | | | | | | | | | | | |
| <input type="checkbox"/> 6.0 Man Comm | | | | | | | | | | | | | | | |

| PERFORMANCE TIME | FUNCTIONS | VOCABULARY |
|----------------------------------|-----------|------------|
| <input type="checkbox"/> 30 min. | | |
| | | |
| | | |
| | | |
| | | |
| | | |



MA 1 2 3 4 5 6 7 8 9 10
T.02
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| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements | |
|--|---|--|---|--|
| | | | Comments | |
| SPLINTS AND BANDAGES | лугки и перевязки | 1.1 identify state factual information | This scenario begins with the content required for the TSO starting with EO C.7-2. | |
| I. Splinting and bandaging are the most common emergency treatments for <u>injury</u> . | наложение лугков перевязывание аварийное лечение повреждение лубки | 1.2 state factual information | | |
| II. Splints | делать неподвижным переломы вывихи | | The student will begin with gaining attention, motivating, and stating the learning objectives as stipulated in EO C.7-1. | |
| A. Uses: Splints are used to <u>immobilize</u> areas of <u>fractures</u> and <u>dislocations</u> . | лишение подвижности | | | |
| | больное поражённое место | | | |
| B. Types: Splints come in various commercial types. There are padded <u>wooden</u> and <u>metal</u> splints. There are also <u>pneumatic</u> <u>plastic</u> splints which can be <u>blown up</u> . Splints can be <u>improvised</u> from many things, such as baseball bats, <u>rolled</u> <u>newspapers</u> and <u>magazines</u> , and straight sticks. | деревянный деревянный металлический, гневмический лугки из пластики, надуты наскоро устроенный бейзбольная палка свёрток газет и журналов палки, прутья | 1.1 identify state factual information | *"Baseball bats" would be unrealistic in a normal UW environment. | |
| C. Application of splints: Splinting may | накладывание, наложение | 1.2 state factual information | | |

TSO No. 91B.SF / C.7.01 / RU



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TASK SCENARIO

| KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements |
|---|---|---|
| <p>be done in different ways, depending on the body area affected.</p> <p>These are some general rules for splinting:</p> <ol style="list-style-type: none"> If an <u>open wound</u> is present, <u>cleanse it and apply a sterile/clean dressing and bandage before splinting.</u> Splint the person where he <u>lies-do not move him.</u> <u>Pad all splints.</u> <u>Support the area above and below the injury and apply padded splint.</u> Splint in a natural body position if possible. <u>Immobilize joints above and below the injury.</u> <u>Always check circulation.</u> | <p>открытая рана, очистить стерильная чистая перевязка гипс</p> <p>лежит двигать дать мягкий настык подпереть место выше повреждение, поражение</p> <p>4.6 directions/ commands warnings</p> <p>4.5 перенос</p> | <p>The student must be able to provide simple definitions for all medical terms, give examples and non-examples, and make comparisons when necessary.</p> <p>The student will combine the demonstration of splinting procedures along with the presentation of the "general rules for splinting." See EO C.7-3.</p> |

TSO No. 91B.SF / C.7.01 / RU
 TSO
 EO

1 2 3 4 5 6 7 8 9 10
 TSO No. 91B.SF / C.7.01 / RU
 TSO
 EO

7.02
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| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements |
|--|--|---|--|
| | | | |
| <p>Splinting an injury is most often an <u>emergency measure</u>. The person will need <u>X-rays</u> and further <u>medical treatment</u>.</p> <p>III. <u>Bandages</u></p> <p>A. Uses: Bandages are used to <u>apply pressure to stop bleeding</u>, prevent <u>further contamination of an open wound</u>, to <u>hold dressings and splints firmly</u>, immobilize an area or bring the edges of a wound together.</p> <p>B. Types: Bandages come in several commercial types. The most common types are <u>rolled gauze</u>, <u>triangular bandage</u> and <u>adhesive bandages</u>. <u>"Butterfly"</u> bandages hold the open wound edges together.</p> <p>C. Application of bandages:</p> | <p>аварийные мероприятия рентген, снимки лечение у врача перевязки</p> <p>применить давление остановить кровотечение</p> <p>зажжение открытая рана</p> | <p>1.1 identify state factual information 1.2 identify state factual information</p> <p>1.1 identify state factual information 1.2 identify state factual information</p> | <p>The student will perform the steps in EO C.7-2 for providing explanation of bandaging.</p> <p>During "application of bandages" the student will demonstrate the application of the various types of bandages according to EO C.7-3.</p> |
| | | | |

TSO No. 91B.SF / C.7.01 / RU



/ EO

T.02
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| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements | |
|---|--|---|--|------|
| | | | Comments | TSO |
| <p>1. Pressure dressings are used to control bleeding. A sterile dressing (or whatever is available) is placed over the wound and secured firmly with a bandage. Caution should be taken that the wound edges are not forced apart by the pressure or the circulation impaired.</p> <p>2. Dressing and bandaging should be done only after the wound has been cleansed as well as possible.</p> <p>3. Do not cover an open wound with a bandage. The bandage should be used to secure a dressing.</p> <p>4. Bandages may be applied in many ways to splint or immobilize an area. The method depends on the body area. Ban-</p> | <p>перевязка с давлением приостановить кровотечение стерильная перевязка прикрепить предосторожность повреждён</p> <p>поворотение приостановить кровотечение стерильная перевязка прикрепить предосторожность повреждён</p> <p>поворотение приостановить кровотечение стерильная перевязка прикрепить предосторожность повреждён</p> <p>поворотение приостановить кровотечение стерильная перевязка прикрепить предосторожность повреждён</p> <p>поворотение приостановить кровотечение стерильная перевязка прикрепить предосторожность повреждён</p> | <p>4.6 directions/ instructions/ commands</p> <p>4.5 warnings</p> <p>4.5 warnings</p> <p>4.5 warnings</p> <p>4.5 warnings</p> | <p>MA 1 2 3 4 5 6 7 8 9 10</p> <p>MA 1 2 3 4 5 6 7 8 9 10</p> <p>MA 1 2 3 4 5 6 7 8 9 10</p> <p>MA 1 2 3 4 5 6 7 8 9 10</p> <p>MA 1 2 3 4 5 6 7 8 9 10</p> | X-35 |

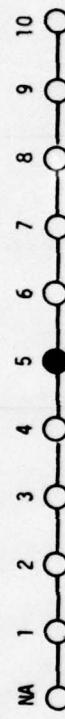
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T.02

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TASK SCENARIO

| KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements |
|--|--|---|
| липкий пластырь импровизированный поражение опухоль проверить | 4.6 directions/ instructions/ commands 4.5 warnings | The student will follow the steps in EO C.7-4 to supervise trainee performance. The student will follow the steps in EO C.7-5 to evaluate trainee performance. |

LPM Functional Indices for "DEMONSTRATES"

Page 1 of 1

| 1.0 Factual Information | 2.0 Intellectual Attitudes | 3.0 Emotional Attitudes | 4.0 Suation | 5.0 Elementary Social Rituals | 6.0 Managing Communication |
|---|--|--|---|-------------------------------|---|
| 1.1 identify objects, persons, processes 1.2 state factual information 1.3 seek factual information | 2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion | 3.1.1 pleasure/liking 3.1.2 displeasure/ disliking 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.7 intention 3.9.1 approval 3.10.1 importance 3.10.2 unimportance/ indifference | 4.1 suggests 4.2 requests 4.3 advice 4.4 warnings 4.5 directions/ instructions/ commands 4.7 corrections | | 6.1.2 acknowledge interruptions sequence communica- tions 6.2 refocus and/or adjust communica- tion 6.3 request questions and/or comments |

| Crit | <u>English</u> | <u>Target Language: RUSSIAN</u> | Crit | <u>English</u> | <u>Target Language: RUSSIAN</u> |
|------|----------------------|---------------------------------|------|-----------------|---------------------------------|
| /X/ | adhesive bandages | липкие пластиры | /Y/ | immobilize | делать неподвижным |
| /X/ | adhesive strapping | липкий пластырь | /Y/ | immobilize an | привести место в неподвижность |
| /X/ | affected part | больное место | /Y/ | area | |
| /X/ | application | накладывание | /Y/ | impaired | подреждённый |
| /X/ | apply pressure | применить давление | /Y/ | improvised | наскоро устроенный |
| /X/ | bandage | бинт | /Y/ | improvised | импровизированный |
| /X/ | bandage | перевязка | /X/ | injury | повреждение |
| /X/ | baseball bats | бейзбольная палка | /X/ | injury | поражение |
| /X/ | blown up | надутый | /X/ | joints | суставы |
| /X/ | "butterfly" bandages | "бабочки" повязки | /X/ | lie | лежать |
| /X/ | caution | предосторожность | /X/ | magazine | журнал |
| /X/ | check | роверять | /X/ | metal | металлический |
| /X/ | circulation | кровообращение | /X/ | move | двигать |
| /X/ | contamination | заражение | /X/ | newspaper | газета |
| /X/ | dislocations | вывихи | /X/ | open wound | открытая рана |
| /X/ | emergency measures | аварийные меры | /X/ | pad | дать мягкую набивку |
| /X/ | emergency treatment | аварийное лечение | /X/ | plastic splints | лубки из пластики |
| /X/ | fracture | перелом | /X/ | pneumatic | пневматический |
| | | | | rolled gauze | свёрнутая марля |

LPM Vocabulary Indices for ISO No. 91B.SP / C.7.01 / RU

| Crit | English | Target Language: RUSSIAN | Crit |
|-------------------------------------|--------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | secure | закрепить | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> | secure firmly | прикрепить | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> | splint | лусок | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> | sterile dressing | стерильная перевязка | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> | stick | палка | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> | stop bleeding | остановить кровотечение | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> | swelling | опухоль | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> | treatment | лечение | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> | triangular bandage | трёхугольная перевязка | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> | wooden | деревянный | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> | X-ray | рентген | <input type="checkbox"/> |

7.04

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Target Language: RUSSIAN

TSO Map

TSO 91B.SF / C.7.01 / RU

RECOMMENDED TRAINING SEQUENCE

| NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----|---|---|---|---|---|---|---|---|---|----|
|----|---|---|---|---|---|---|---|---|---|----|

SEQUENCE TYPE

- linear
- hierarchical
- solitary

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Demonstrate C.7 / 1-6

Functions Catalog: Russian

Rolebooks: Instructor (Russian)

Special Vocabulary: See TSO 91B.SF/C.7.01/RU: T.04

Technical Documents:

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar."

Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATES"

| | |
|--|---|
| <u>INTRODUCING THE DEMONSTRATION</u> | <u>SUPERVISING STUDENT PERFORMANCE</u> |
| Gain attention 3.7/5.5/1/6.1.1/6.2/6.3 | Answer questions 1.1/1.2/4.6/4.4/4.7 |
| Motivate 2.6/2.8/3.10.1/4.1 | Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.2/3.10.1/ |
| State learning objectives 1.1/1.2 | Provide supportive correction 3.10.2 3.2.1/4.1/4.4/4.7 |
| Provide overview of activities and/or procedures 1.1/1.2/3.7/6.2 | |
| Explain evaluation 2.5.1/2.5.2/2.8/3.10.1 | |
| <u>PROVIDING EXPLANATION</u> | <u>EVALUATING PERFORMANCE</u> |
| Issue warnings and cautions 4.5/2.4.1 | Ask questions 1.3/2.5.1/2.11 |
| Identify parts and label them 1.1/1.2 | Express approval/disapproval 3.9.1/3.9.2 |
| Identify steps in a procedure 1.1/1.2/4.6/6.2 | Provide assessment 1.1/1.2/3.2.1/3.2.2/4.7 |
| <u>DEMONSTRATING</u> | <u>PROVIDING GUIDANCE</u> |
| Make comments on modeled actions 2.3.1/2.3.2/2.4.1/2.4.2/2.6/3.10.1/4.5/4.6 | Encourage questions 6.9 |
| Make comments on procedures 2.3.1/2.3.2/2.4.1/2.4.2/2.6 | Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2 |
| Biographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." | Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7 |

TERMINAL SKILL OBJECTIVE

No. 91B.SF / C.7.02 / RU

Page T.01

| COMMUNICATIVE TASK | | CONDITIONS | | MacroSTANDARDS | |
|---|--|---|--|---|--|
| | | | | <p><u>STATEMENT</u></p> <p>The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian language in a face-to-face situation on a group or individual basis the procedures for treating fractures by: (1) identifying the signs that a fracture exists, (2) describing precautions to be taken with a fracture victim, and (3) demonstrating the steps in treating a fracture on a live model with a simulated fracture for the purpose of training medical specialists.</p> | |
| <u>COMPONENTS</u> | | <u>PREPARATION TIME</u> <input type="text"/> 3 hours | <u>PERFORMANCE TIME</u> <input type="text"/> 30 min. | <u>DESCRIPTION</u> The student will accomplish the task stated above in a classroom setting. After demonstrating the steps in treating a fracture, the student will observe others treating fractures and provide them with verbal guidance and feedback. | <u>LPM INDICES</u> |
| <u>Role</u> <input type="checkbox"/> Instructor <u>Com Act</u> <input type="checkbox"/> Demonstrates <u>Audience</u> <input type="checkbox"/> Group/Individual <u>Topics</u> <input type="checkbox"/> Fractures <u>Purpose</u> <input type="checkbox"/> Training medics | | <u>Materials/Equipment</u> dictionary, technical terms, splints and bandages | <u>Materials/Equipment</u> 1-5 persons acting as trainees, splints and bandages | <u>Functions</u> Functions | <u>Vocabulary</u> Vocabulary |
| | | | | 1.0 Fact Info <input checked="" type="checkbox"/> 2.0 Intell Att <input type="checkbox"/> 3.0 Emo Att <input checked="" type="checkbox"/> 4.0 Sustion <input type="checkbox"/> 5.0 Soc Rit <input checked="" type="checkbox"/> 6.0 Man Comm | military <input checked="" type="checkbox"/> technical <input type="checkbox"/> other <input checked="" type="checkbox"/> medical See T.04 |

| DOCUMENTATION: | | Interview/Survey Data: | |
|--|--|------------------------|--|
| FM 31-21 Special Forces Operations | | DLI Work Unit 35114 | |
| FM 31-20 Special Forces Operational Techniques | | | |
| Task Analysis, 10th SFG, Ft. Devens | | | |

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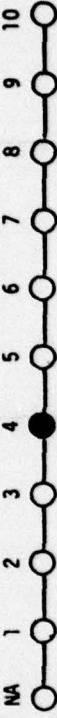
7.02
 Page 1 of 11
 NA 1 2 3 4 5 6 7 8 9 10

| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements | |
|--|-------------------------------------|---|--|--|
| | | | ПЕРЕЛОМЫ | |
| FRACTURES | | | | |
| I. What is done initially to treat a person with fractures is very important. Good, efficient treatment can prevent serious complications. | переломы лечение | 3.10.1 importance осложнения | This scenario begins with the content/context required for this TSO starting with EO C.7-2. | |
| II. Fractures are most commonly associated with the long bones (legs, arms) but any bone may fracture. | нога рука | 1.1 identify 1.2 state factual information кость | The student will begin the demonstration communication activity by gaining attention, motivating, and stating the learning objectives as stipulated in EO C.7-1. | |
| III. The ideal way to diagnose fractures is by X-ray. When X-ray is not available, visual and tactile diagnosis can be made. | рентген | 1.1 identify 1.2 state factual information | | |
| IV. Types of fractures are grouped under two main categories— <u>closed fractures</u> and <u>open fractures</u> . | закрытый перелом и открытый перелом | 1.1 identify 1.2 state factual information | | |
| A. Closed fractures are breaks in a bone not associated with an open wound. | | | | |
| B. Open fractures are breaks in a bone with a break in the skin. This fracture may also be called compound. | кожа | сложный | | |

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| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements |
|--|--|--|--|
| | | | |
| C. Open or closed fractures may be further classified: <ol style="list-style-type: none">1. A greenstick fracture occurs if the bone is not broken through. This is common in children.2. A fissure fracture occurs if there is little or no separation of the broken ends.3. Oblique fractures occur if the bone breaks diagonally.4. Transverse fractures occur if the bone breaks at right angles to the bone's length.5. Impacted fractures occur if the bone ends are jammed together.6. Overtaking fractures occur if the bone ends slip past each other. | <p>The student must be able to provide simple definitions for each medical term, give examples and non-examples, and make comparisons.</p> | <p>1.1 identify state factual information</p> <p>1.2</p> | |

NA 1 2 3 4 5 6 7 8 9 10


| TASK SCENARIO | KEY TERMS Vocabulary Items | Major Descriptors | COMMENTS | |
|---|-------------------------------|---|-----------|--------------------------------|
| | | | FUNCTIONS | Culture/References/Supplements |
| <p>7. <u>Displaced fractures</u> occur if the bone <u>перемещённый перелом</u> ends separate completely.</p> <p>8. <u>Pathologic fractures</u> may occur without warning in a diseased bone.</p> <p>9. Stress fractures are due to overuse of the bone.</p> | <p>причина</p> | <p>1.1 identify state factual information</p> | | |
| <p>V. <u>Cause of fractures</u></p> <p>A. Fractures may be caused by:</p> <ol style="list-style-type: none"> 1. A direct blow 2. Opposing forces bending it beyond the breaking point 3. A crushing blow 4. Muscle action alone <p>B. Ask the person or witness(es) "How did this happen?"</p> <p>VI. <u>Skull fractures</u></p> <p>A. Skull fractures have different classifi-</p> | <p>черепной перелом</p> | <p>1.1 identify state factual information</p> | | |

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 EO



| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements |
|---|-------------------------------|---|---|
| | | | |
| <p>cations because of the shape of the head.</p> <ol style="list-style-type: none"> 1. Depressed fractures displace bone pieces upward into the brain. 2. <u>Linear fractures</u> are single lines of fracture without bone displacement. <p>B. Skull fractures are caused by:</p> <ol style="list-style-type: none"> 1. A direct blow to the <u>head</u> голова 2. Crushing the head between two objects 3. Hitting the head against a stationary object <p>VII. Things to remember:</p> <ol style="list-style-type: none"> A. One fracture is often accompanied by another. B. Generally, if a person can move the limb spontaneously, there is no serious fracture. C. Try to assess the fracture quickly. The | <p>линейный перелом</p> | <p>1.1 identify 1.2 state factual information</p> | <p>2.3.1 remembering 4.6 directions/ instructions/ commands</p> |



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1.02

NA 1 2 3 4 5 6 7 8 9 10

| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements | |
|---|--|--|--|----------|
| | | | Comments | Comments |
| <p>pain is generally less in the first few minutes. You can assess the movement and feel the <u>broken bone</u> ends grating in the brief period before swelling occurs.</p> <p>VIII. <u>Signs and symptoms</u> of fractures</p> <ul style="list-style-type: none"> A. The person feels or hears something "pop." B. There is considerable <u>pain</u> and <u>swelling</u> at the fracture site in most cases. C. To a degree, there may be loss of function in the affected area. D. There may be a "grating" sensation. E. The <u>bone</u> may protrude through the <u>skin</u>. F. The limb may be in an unnatural position or shortened. G. With <u>skull fractures</u>, there may be bleeding from the <u>ears</u>, <u>nose</u>, <u>mouth</u>. H. With skull fractures, there may be changes | <p>переломанная кость</p> <p>признаки и симптомы</p> <p> боль и опухоль</p> <p>кость</p> <p>кожа</p> | <p>1.1 identify factual information</p> <p>1.2 state factual information</p> | | |
| | | | | |

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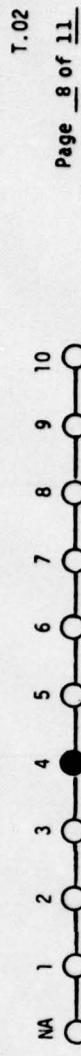
| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements |
|---|---|---|--|
| | | | |
| <p>In consciousness.</p> <p>IX. <u>Treatment</u> of fractures</p> <p>A. Hold the area <u>immobile</u> while assessing.</p> <p>B. Do not change the person's position or allow him to move until the <u>injuries</u> are assessed.</p> <p>C. Except in extreme emergencies, do not move the person until fractures are immobilized. Transport him only either lying flat or with shoulders slightly raised.</p> <p>D. Cleanse any open wounds and apply <u>sterile</u> or clean <u>bandage</u>.</p> <p>E. Place the injured area in a natural position. Support each side and apply a padded <u>splint</u>.</p> <p>F. <u>Splinting</u> should be done initially.</p> | <p>лечение</p> <p>неподвижно</p> <p>поражение</p> | <p>4.6 directions/ commands warnings</p> <p>4.5</p> | <p>The student will demonstrate on a live model the procedures in the treatment of fractures according to the steps in EO C.7-3.</p> |

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 EO

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 x-48

| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements | |
|---|--|--|--|---|
| | | | | |
| <p>Later the person should be <u>x-rayed</u> and casted.</p> <p>X. Complications</p> <ul style="list-style-type: none"> A. Never apply a cast at first! This can result in damage to <u>tissue</u>, <u>muscle</u>, <u>nerve</u>, <u>blood vessel</u>, or <u>joints</u>. If the cast is left on, <u>malunion</u> and <u>non-union</u> of the bone can occur. B. A <u>dirty</u>, contaminated <u>wound</u> can cause infection. C. <u>Shock</u> may occur from extensive <u>injuries</u> or <u>bleeding</u>. D. In the case of skull fracture, <u>coma</u> may occur. | <p>просвечивать рентгеновскими лучами</p> <p>осложнения</p> <p>ткань, мускул, нерв, сосуд, суставы</p> <p>злосоединение несоеединение</p> <p>грязный рана</p> <p>шок поражение</p> <p>кровотечение</p> <p>кома</p> | <p>4.5 warnings 4.6 directions/instructions/commands</p> | <p>The student will provide explanation for strains, locations according to the steps in EO C.7-2.</p> <p>1.1 identify factual information 1.2 state factual information</p> | <p>стратификация, растяжения, и вывихи растяжения</p> <p>разрыв мускула</p> <p>A strain is a rupture in a muscle or the</p> <p><u>STRAINS, SPRAINS, AND DISLOCATION</u></p> <p>I. <u>Strains</u></p> <p>A. A strain is a rupture in a muscle or the</p> |

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| TASK SCENARIO | KEY TERMS Vocabulary Items | Major Descriptors | FUNCTIONS | COMMENTS Culture/References/Supplements |
|--|---|-------------------|---|--|
| <p>tendon that bends it to the bone.</p> <p>B. The signs and symptoms of strains are <u>pain</u>, <u>tenderness</u>, local distortion, and often, <u>muscle spasm</u>. There is no displacement or "grating" sensation.</p> <p>C. Violent, unexpected movement may cause a strain.</p> <p>D. Resting and <u>splinting</u> (immobilizing) the affected area is the best immediate treatment. <u>Heat</u> is often applied to back strains to relieve muscle spasms. <u>Cold compresses</u> are often applied to leg strains to reduce swelling.</p> | <p>сухожилие</p> <p>боль, уязвимое место спазма</p> | | <p>1.1 identify 1.2 state factual information</p> | <p>The student will demonstrate on a live model the procedures for treating strains according to EO C.7-3.</p> |
| <p>II. Sprains</p> <p>A. Sprains are tears in the <u>ligaments</u> and <u>tendons</u> which bend and stabilize the</p> | <p>наложение луска</p> <p>горячий компресс холодный компресс</p> <p>растяжения связки сухожилие</p> | | <p>1.1 identify 1.2 state factual information</p> | <p>The student will follow the steps in EO C.7-2 to provide an explanation of sprains.</p> |

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17 EO

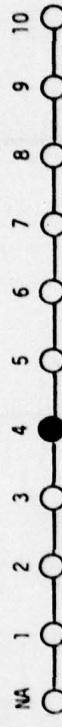
| TASK SCENARIO | KEY TERMS | VOCABULARY ITEMS | FUNCTIONS | COMMENTS |
|---|--|---|---|--|
| | | | Major Descriptors | Culture/References/Supplements |
| <p>joints. Sprain fractures occur if a small piece of bone is pulled off by the sprain.</p> <p>B. The <u>signs</u> and <u>symptoms</u> of a sprain are severe pain, tenderness in the area, loss of function of the affected part, swelling and ecchymosis (black and blue). The person can tolerate some passive motion and there is no "grating" sensation.</p> <p>C. Sprains are caused by a sudden wrench or twist.</p> <p>D. Immediate <u>treatment</u> of sprains is aimed at reducing <u>swelling</u> and minimizing <u>tissue damage</u>. Rest and elevate the affected area whenever possible. <u>Cold compresses</u> may be applied to reduce swelling. Immobilize the area by</p> | <p>признаки и симптомы</p> <p>1.1 identify 1.2 state factual information</p> <p>лечение</p> <p>лечебные меры</p> <p>1.1 опухоль 1.2 поражение ткани 1.3 компресс</p> | <p>сустав</p> <p>признаки и симптомы</p> <p>1.1 identify 1.2 state factual information</p> <p>пастяжение</p> <p>опухоль</p> <p>поражение ткани</p> <p>холодный компресс</p> | <p>4.6 directions/instructions/commands</p> | <p>The student will perform according to EO C.7-3 to demonstrate the treatment of sprains.</p> |

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| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements | |
|--|--------------------------------------|--|--|---|
| | | | Comments | Culture/References/Supplements |
| splinting or strapping. III. Dislocations | вывихи кость сустав скрепка | A. Dislocation occurs when one <u>bone</u> is displaced from another at the <u>joint</u> . The bone slips out of the socket. B. The signs and symptoms of a dislocation are swelling, loss of function of the affected part, unnatural shape of the joint, disparity in length of the limbs, and severe pain. Since these symptoms are so like those of fractures, X-ray is the most positive form of diagnosis. C. Dislocations are caused by a twisting force applied to the bone near the joint, sudden spastic muscular contractions, or force transmitted directly to the joint caused by a fall. | 1.1 identify state factual information 1.1 identify state factual information 1.1 identify state factual information | The student will perform according to EO C.7-2 to provide adequate explanation of dislocations. |

TSO No. 91B.SF / C.7.02 / RU

■ TSO
□ EO



X-52

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T.02

| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements | |
|---|--------------------------------------|---|--|-------------------|
| | | | 4.6 directions/ instructions/ commands | 2.4.1 possibility |
| D. Immediate treatment should be immobilization. Dislocations can be reduced, but require trained personnel. Reducing a dislocation improperly can cause further damage to the joint. | приведение в неподвижность вывихи | The student will follow the steps in EO C.7-3 to demonstrate the proper treatment of dislocations. The student will supervise trainee performance according to EO C.7-4. The student will evaluate trainee performance according to EO C.7-5. | | |

LPM Functional Indices for "DEMONSTRATES"

Page 1 of 1

| 1.0 Factual Information | 2.0 Intellectual Attitudes | 3.0 Emotional Attitudes | 4.0 Sustained | 5.0 Elementary Social Rituals | 6.0 Managing Communication |
|--|---|--|--|---|---|
| <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p> <p>1.3 seek factual information</p> | <p>2.3.1 remembering</p> <p>2.3.2 forgetting</p> <p>2.4.1 possibility</p> <p>2.4.2 impossibility</p> <p>2.5.1 capability</p> <p>2.5.2 incapability</p> <p>2.6 need</p> <p>2.8 obligation</p> <p>2.12.1 difficulty</p> <p>2.12.2 ease</p> <p>2.13 belief/opinion</p> | <p>3.1.1 pleasure/liking</p> <p>3.1.2 displeasure/ disliking</p> <p>3.2.1 dissatisfaction</p> <p>3.2.2 dissatisfaction</p> <p>3.3.1 fear</p> <p>3.3.2 worry</p> <p>3.7 intention</p> <p>3.9.1 approval</p> <p>3.10.1 importance/ unimportance/ indifference</p> <p>3.10.2 unimportance/ indifference</p> | <p>4.1 suggests</p> <p>4.2 requests</p> <p>4.4 advice</p> <p>4.5 warnings</p> <p>4.6 directions/ instructions/ commands</p> <p>4.7 corrections</p> | <p>5.1 acknowledge interruptions</p> <p>5.2 sequence communications</p> <p>5.3 refocus and/or adjust communication</p> <p>5.9 request questions and/or comments</p> | <p>6.1.2 acknowledge interruptions</p> <p>6.2 sequence communications</p> <p>6.3 refocus and/or adjust communication</p> <p>6.9 request questions and/or comments</p> |

| Crit | English | Target Language: RUSSIAN | Crit | English | Target Language: |
|------|---------------------------|-------------------------------|------|----------------------------|-------------------------------------|
| / | <u>air-filled splints</u> | на ^{ду} вные лубки | / | <u>break in the skin</u> | разрыв кожи |
| / | <u>analgesics</u> | болеутоляющие | / | <u>broken arms</u> | переломанные руки, руки с переломом |
| / | <u>ankle</u> | лодыжка | / | <u>broken elbows</u> | переломанные локти |
| / | <u>apply a dressing</u> | поставить перевязку | / | <u>broken jaw</u> | перелом челюсти |
| / | <u>apply a dressing</u> | накладывать повязку | / | <u>broken leg</u> | переломанная нога |
| / | <u>arm wound</u> | ранение в руку | / | <u>cane</u> | тростник, палка |
| / | <u>arterial damage</u> | поражение артерий | / | <u>casualty</u> | поражённый, заболевший |
| / | <u>back injury</u> | поражение спины, травма спины | / | <u>chest wound</u> | ранение в грудь |
| / | <u>back injury</u> | поражение спинного хребта | / | <u>circulation</u> | циркуляция, кровообращение |
| / | <u>backbone fracture</u> | перелом позвоночника | / | <u>closed fracture</u> | закрытый перелом |
| / | <u>bad leg</u> | поражённая нога | / | <u>color change</u> | изменение цвета |
| / | <u>bandage</u> | перевязка, повязка, бинт | / | <u>complications</u> | осложнения |
| / | <u>bandage</u> | перевязывать, бинтовать | / | <u>control bleeding</u> | остановить кровотечение |
| / | <u>bandaging</u> | перевязка | / | <u>cravat</u> | галстук, шарф |
| / | <u>baseball bats</u> | бейсбольные лубини | / | <u>determine</u> | устанавливать |
| / | <u>belt</u> | пояс, боевой ремень | / | <u>determine</u> | определять |
| / | <u>bind</u> | связывать | / | <u>diagnose</u> | ставить диагноз |
| / | <u>blood flow</u> | кровотечение | / | <u>dislocated shoulder</u> | вывихнутое плечо |
| / | <u>board splints</u> | лубки из доски | / | <u>dislocations</u> | вывихи |

| Crit | English | Target Language: RUSSIAN | Crit | English | Target Language: RUSSIAN |
|------|---------------------|---------------------------------|------|--------------------|-------------------------------|
| /X/ | door | дверь | /X/ | improvised splints | лубки из подручных материалов |
| /X/ | dress | перевязывать | /X/ | improvised splints | импровизированные лубки |
| /X/ | elbow wound | ранение в локоть | /X/ | infection | зарождение |
| /X/ | emergency field | запасные полевые повязки | /X/ | injury | поражение, травма |
| | dressing | | /X/ | joints | суставы |
| /X/ | exposed (uncovered) | обнажённый | /X/ | knee wound | ранение в колено |
| | field dressing | полевая перевязка | /X/ | ladder | лесница |
| /X/ | fingers | пальцы на руке | /X/ | leg wound | ранение в ногу |
| /X/ | foot | нога | /X/ | lessen the pain | уменьшать боль |
| /X/ | foot wound | ранение в ногу | /X/ | loss of blood | потеря крови |
| /X/ | fracture | вызывать перелом, раздробляться | /X/ | loss of feeling | потеря чувствительности |
| | fractures | переломы | /X/ | malunion | элосоединение |
| /X/ | good leg | неповреждённая нога | /X/ | muscle | мышкул |
| /X/ | hand wound | ранение в руку | /X/ | nerve | нерв |
| | head wound | головная рана | /X/ | nerve damage | поражение нервов |
| /X/ | hemorrhagic shock | геморрагический шок | /X/ | never heals | никогда не заживает |
| | hip wound | ранение в бедро | /X/ | nonunion | несоединение |
| /X/ | immobilize | привести в неподвижность | /X/ | observation | наблюдение |
| /X/ | immobilize joints | наложить лубок на суставы | /X/ | open fracture | открытый перелом |

| | <u>English</u> | <u>Target Language: RUSSIAN</u> | <u>English</u> | <u>Target Language: RUSSIAN</u> |
|--|----------------|-------------------------------------|---|---------------------------------|
| <input checked="" type="checkbox"/> <u>pad</u> | | <u>подкладывать что-либо мягкое</u> | <input checked="" type="checkbox"/> <u>sterile</u> | <u>стерильный</u> |
| <input checked="" type="checkbox"/> <u>pain</u> | | <u>боль, боли</u> | <input checked="" type="checkbox"/> <u>sterile dressing</u> | <u>стерильная перевязка</u> |
| <input checked="" type="checkbox"/> <u>permanent damage</u> | | <u>необратимое поражение</u> | <input checked="" type="checkbox"/> <u>sterile gauze pads</u> | <u>стерилизованная марля</u> |
| <input checked="" type="checkbox"/> <u>pillow</u> | | <u>подушка</u> | <input checked="" type="checkbox"/> <u>tape</u> | <u>тесьма</u> |
| <input checked="" type="checkbox"/> <u>prevent contamination</u> | | <u>недопустить заражения раны</u> | <input checked="" type="checkbox"/> <u>tightly rolled up</u> | <u>тесная скатка газет</u> |
| <input checked="" type="checkbox"/> <u>pulse</u> | | | <input checked="" type="checkbox"/> <u>newspapers</u> | |
| <input checked="" type="checkbox"/> <u>restrict</u> | | <u>ограничивать</u> | <input checked="" type="checkbox"/> <u>tissue</u> | <u>ткань</u> |
| <input checked="" type="checkbox"/> <u>secure</u> | | <u>закрепить</u> | <input checked="" type="checkbox"/> <u>tissue injury</u> | <u>поражение ткани</u> |
| <input checked="" type="checkbox"/> <u>signs and symptoms</u> | | <u>признаки и симптомы</u> | <input checked="" type="checkbox"/> <u>toes</u> | <u>пальцы на ноге</u> |
| <input checked="" type="checkbox"/> <u>simple fracture</u> | | <u>простой перелом</u> | <input checked="" type="checkbox"/> <u>Thomas leg splint</u> | <u>ножные лубки "ТОМАСА"</u> |
| <input checked="" type="checkbox"/> <u>site of injury</u> | | <u>место поражения</u> | <input checked="" type="checkbox"/> <u>traction splints</u> | <u>тяговые лубки</u> |
| <input checked="" type="checkbox"/> <u>shock</u> | | <u>шок</u> | <input checked="" type="checkbox"/> <u>treat</u> | <u>лечить</u> |
| <input checked="" type="checkbox"/> <u>shoulder wound</u> | | <u>ранение в плечо</u> | <input checked="" type="checkbox"/> <u>treatment</u> | <u>лечение</u> |
| <input checked="" type="checkbox"/> <u>splint</u> | | <u>лубок, тутор</u> | <input checked="" type="checkbox"/> <u>treatment of dislocation</u> | <u>лечение вывихов</u> |
| <input checked="" type="checkbox"/> <u>splint</u> | | <u>накладывать лубок</u> | <input checked="" type="checkbox"/> <u>treatment of fractures</u> | <u>лечение переломов</u> |
| <input checked="" type="checkbox"/> <u>splinting</u> | | <u>наложение лубка</u> | <input checked="" type="checkbox"/> <u>treatment of sprains</u> | <u>лечение разрываний</u> |
| <input checked="" type="checkbox"/> <u>sprain</u> | | <u>растянуть</u> | <input checked="" type="checkbox"/> <u>treatment of sprains</u> | <u>лечение растяжений</u> |
| <input checked="" type="checkbox"/> <u>sprains</u> | | <u>растяжения</u> | <input checked="" type="checkbox"/> <u>triangular bandages</u> | <u>трёхугольные перевязки</u> |

TSO Map

TSO 91B.SF / C.7.02 / RU

RECOMMENDED TRAINING SEQUENCE

| | | | | | | | | | | |
|----|---|---|---|----------|---|---|---|---|---|----|
| NA | 1 | 2 | 3 | ④ | 5 | 6 | 7 | 8 | 9 | 10 |
|----|---|---|---|----------|---|---|---|---|---|----|

ENABLING OBJECTIVES: Scope and Sequence Chart
Communicative Activity: "DEMONSTRATES"

M.01

| SEQUENCE TYPE | PRIMARY DECISION FACTOR | INTRODUCING THE DEMONSTRATION | SUPERVISING STUDENT PERFORMANCE |
|--|---|--|--|
| <input checked="" type="checkbox"/> linear | <input checked="" type="checkbox"/> job criticality | <ul style="list-style-type: none"> Gain attention 3.7/5.5.1/6.1.1/6.2/6.3 Motivate 2.6/2.8/3.10.1/4.1 State learning objectives 1.1/1.2 Provide overview of activities and/or procedures 1.1/1.2/3.7/6.2 Explain evaluation 2.5.1/2.5.2/2.8/3.10.1 | <ul style="list-style-type: none"> Answer questions 1.1/1.2/4.6/4.4.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/ 3.10.2 Provide supportive correction 3.2.1/4.1/4.4/4.7 |
| <input type="checkbox"/> hierarchical | <input type="checkbox"/> dependent relationship | | |
| <input type="checkbox"/> solitary | <input type="checkbox"/> independent relationship | | |
| REQUIRED SUPPORT MATERIALS | | PROVIDING EXPLANATION | EVALUATING PERFORMANCE |
| Enabling Objectives: | EO Demonstrate C.7 / 1-6 | <ul style="list-style-type: none"> Issue warnings and cautions 4.5/2.4.1 Identify parts and label them 1.1/1.2 Identify steps in a procedure 1.1/1.2/4.6/6.2 | <ul style="list-style-type: none"> Ask questions 1.3/2.5.1/2.11 Express approval/disapproval 3.9.1/3.9.2 Provide assessment 1.1/1.2/3.2.1/3.2.2/4.7 |
| Functions Catalog: | Russian | | |
| Rolebooks: | Instructor (Russian) | | |
| Special Vocabulary: | See TSO 91B.SF/C.7.02/RU: T.04 | | |
| Technical Documents: | | | |
| DESIRED ENTRY BEHAVIOR | | Demonstrating | PROVIDING GUIDANCE |
| | | <ul style="list-style-type: none"> Make comments on modeled actions 2.3.1/2.3.2/2.4.1/2.4.2/2.6/ 3.10.1/4.5/4.6 Make comments on procedures 2.3.1/2.3.2/2.4.1/2.4.2/2.6 3.10.1/4.5/4.6 | <ul style="list-style-type: none"> Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/ 2.12.1/2.12.2/2.13.3/10.1/3.10.2/ Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/ 3.10.2 Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7 |

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

TERMINAL SKILL OBJECTIVE

No. 91B.SF / C.7.03 / RU

| COMMUNICATIVE TASK | | CONDITIONS | STANDARDS |
|--|---|------------|-----------|
| Components | | | |
| Role <input type="checkbox"/> Instructor | The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian language in a face-to-face situation on a group or individual basis the treatment of shock by: (1) identifying the symptoms of shock, (2) naming the precautions to be observed for a person in shock, and (3) demonstrating on a live model the procedures to be followed when shock symptoms exist for the purpose of training medical specialists. | | |
| Com Act <input type="checkbox"/> Demonstrates | | | |
| Audience <input type="checkbox"/> Group/Individual | | | |
| Topics <input type="checkbox"/> Shock | | | |
| Purpose <input type="checkbox"/> Training medics | | | |

| | | |
|--|---|---|
| DOCUMENTATION: | <u>FM 31-21 Special Forces Operations</u> | <u>FM 31-20 Special Forces Operational Techniques</u> |
| | <u>Task Analysis, 10th SFG, Ft. Devens</u> | |
| | | <u>Interview/Survey Data: OLI Work Unit 35114</u> |
| | | |
| STATEMENT | | |
| Role <input type="checkbox"/> Instructor | The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian language in a face-to-face situation on a group or individual basis the treatment of shock by: (1) identifying the symptoms of shock, (2) naming the precautions to be observed for a person in shock, and (3) demonstrating on a live model the procedures to be followed when shock symptoms exist for the purpose of training medical specialists. | |
| Com Act <input type="checkbox"/> Demonstrates | | |
| Audience <input type="checkbox"/> Group/Individual | | |
| Topics <input type="checkbox"/> Shock | | |
| Purpose <input type="checkbox"/> Training medics | | |

| | |
|-------------|---|
| DESCRIPTION | The student will present the "lesson" on shock, and answer 15 questions on shock. Two questions will be asked during the presentation, five questions during the student performance, and five questions during evaluation. |
| LPM INDICES | |
| Functions | Vocabulary |

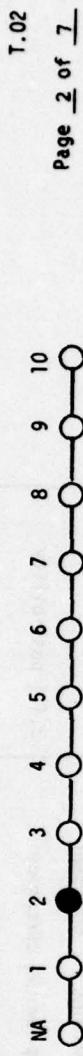
| | | |
|----------------------------------|----------------------------------|---------------------------|
| PREPARATION TIME | PERFORMANCE TIME | |
| <input type="checkbox"/> 3 hours | <input type="checkbox"/> 30 min. | |
| Materials/Equipment | Materials/Equipment | |
| dictionary, technical | 1-5 persons acting as trainee(s) | |
| terms, medical FM | | |
| REGISTER | | |
| Speech | Print | <u>military</u> |
| techno-jargon | — technical | <u>X</u> <u>technical</u> |
| — formal | — literary | <u>— other</u> — |
| — colloquial | — informal | <u>See T.04</u> |



| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements | |
|---|---|--|--|--|
| | | | | |
| SHOCK | шок травматический и неграв- матический | 1.2 state factual information | The student will gain attention, motivate, and state the lesson objectives according to EO C.7-1. | |
| I. Shock may occur with many conditions both traumatic and non-traumatic | | | This scenario starts with the content required in EO C.7-2. | |
| A. Traumatic shock | | | | |
| 1. <u>Severe bleeding</u> produces shock by reducing the body's blood volume. | профузное кровотечение | 1.1 identify state factual information | | |
| 2. <u>Severe burns</u> cause shock in the same way. | глубокий ожог | 1.2 | | |
| 3. <u>Electric shock</u> may be caused by commercial electricity or <u>lightning</u> . | электрический молния | 2.4.1 possibility | | |
| | It may cause the heart to <u>twitch</u> (fibrillate) so it cannot pump and circulation fails. | | | |
| B. Non-traumatic shock | | | | |
| 1. Overwhelming infection (<u>sepsis</u>) can cause shock when the infection invades the <u>bloodstream</u> . | подавляющее заражение (сепсис) | 2.4.1 possibility | *The five questions asked during the presentation (EO C.7-2) will be requests for explanation of a medical term. | |
| | кровеносные сосуды | | | |

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TSO
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TASK SCENARIO

| | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements |
|---|--|---|--|
| 2. <u>Anaphylactic shock</u> occurs when the body reacts extremely to a foreign substance (i.e., bee sting, certain medicines, certain foods). Anaphylactic shock can cause death if <u>measures</u> are not taken immediately. | анафилактический шок | 1.2 state factual information | |
| II. <u>Symptoms of shock</u> | | | |
| A. Always treat a <u>badly injured person</u> for shock even if symptoms aren't present. | тяжело раненый | 1.1 identify 1.2 state factual information | |
| B. Any or all symptoms of shock may be apparent immediately or may occur gradually. | | | |
| C. The symptoms of shock are: | | | |
| 1. <u>weakness</u> | слабость | | |
| 2. <u>faintness</u> | дурнота | | |
| 3. <u>mental sluggishness</u> | умственная вялость | | |
| 4. <u>dreaminess</u> | нечтательность | | |
| 5. <u>semiconsciousness or unconsciousness</u> | полупрессознательность или гессознательность | | |



TSO №. 91B.SF / C.7.03 / RU

 TSO
 EO

TASK SCENARIO

| KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements | |
|---|--|--|--|
| | | | |
| 6. The person may also be <u>anxious</u> and <u>restless</u> . | стеснокойный неугомонный | 2.4.1 possibility | |
| 7. The person's <u>face</u> may be drawn, pale ("ashy," if a black) or <u>bluish</u> . | лицо бледное синеватый | 2.4.1 possibility | |
| 8. The person's eyes may become <u>vacant</u> and dull with <u>dilated pupils</u> . | глаза тусклый расширенные зрачки | 2.4.1 possibility | |
| 9. The person's <u>breathing</u> may be <u>shallow</u> , <u>rapid</u> , or <u>irregular</u> . | дыхание | 2.4.1 possibility | |
| 10. The person's <u>skin</u> may be <u>cold</u> , <u>moist</u> , <u>clammy</u> . | поверхностное, участинное неправильное кожа, холодная влажная, липкая | 2.4.1 possibility | |
| 11. The person may complain of <u>nausea</u> or <u>thirst</u> . | жаловаться | 2.4.1 possibility | |
| 12. The person may <u>vomit</u> . | тошнота или жажда | 2.4.1 possibility | |
| 13. The person's <u>pulse</u> may be <u>weak</u> , <u>soft</u> , and <u>rapid</u> . | извергать | 2.4.1 possibility | |
| 14. The person's <u>blood pressure</u> may be <u>low</u> . | пульс, мягкий, быстрый кровяное давление пониженное | 2.4.1 possibility | |

T.02
Page 4 of 1

NA 1 2 3 4 5 6 7 8 9 10

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TASK SCENARIO

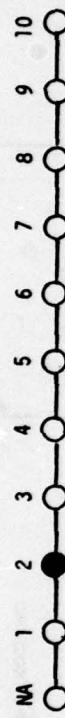
| KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements | |
|---|---|--|--|
| | | | |
| Anaphylactic shock produces | 1.2 state factual information | | |
| 1. <u>lung congestion</u> | закупорка лёгких | | |
| 2. <u>mottled blue skin</u> | испещрённая синяя кожа | | |
| 3. <u>severe coughing</u> | сильный кашель | | |
| 4. <u>shortness of breath</u> | одышка (дыхально) | | |
| 5. <u>severe headache</u> | сильная боль головы | | |
| In <u>septic shock</u> , the first symptom may be a severe, <u>shaking chill</u> . It is followed by a rapid <u>increase in temperature</u> . | септический шок холодовая дрожь повышение температуры | | |
| III. Treatment of shock | лечение от шока | | |
| A. Be sure the person is in shock or has the potential for shock before treating. Treating a person for shock who actually has had a <u>heart attack</u> can be <u>life-threatening</u> . | 4.6 directions/ instructions/ commands warnings | The student may use the live model to demonstrate "treatment of shock." | |
| B. Do not move the person unless absolutely necessary. | 4.5 warnings | The student will use EO C.7-3 to present the remainder of this scenario. | |
| | | необходимо | |

TSO
 EO

TSO No. 91B.SF / C.7.03 / RU

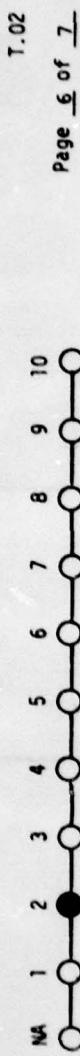
T.02

X-64
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TASK SCENARIO

| TASK SCENARIO | KEY TERMS Vocabulary Items | Major Descriptors | FUNCTIONS | COMMENTS Culture/References/Supplements |
|--|---|--|---|--|
| | | | | |
| C. If the person is up, have him <u>lie down</u> . | ложиться | 4.6 directions/ instructions/ commands | | |
| 1. If the shock is <u>complicated</u> by many <u>injuries</u> , it is best to leave the person <u>completely flat</u> . If the person has a <u>head injury</u> , also keep him flat. | осложнён поражения рас простёртый во всю длину поражение головы | | | |
| 2. If you are sure the person <u>suffers</u> from uncomplicated shock, position him with his <u>head and back flat</u> and <u>legs elevated</u> . | страдать, пострадать голова и спина ноги поднятые | 4.6 directions/ instructions/ commands | | |
| 3. If the person is having <u>trouble breathing</u> , position him with his <u>head and chest elevated</u> and legs <u>flat</u> . | затруднение дышать грудная клетка | 4.6 directions/ instructions/ commands | | |
| 4. If there is <u>bleeding</u> and/or <u>drainage from the mouth</u> , <u>elevate</u> the head and chest slightly. Position the person on his side to | кровотечение выделение изо рта | 4.6 directions/ instructions/ commands | * Ideally, the patient should be lying flat. However, bleeding or drainage from the mouth force you to correct the problem of choking by raising the head or turning the patient on his side. | |

T.02
Page 6 of 7

| TASK SCENARIO | KEY TERMS Vocabulary Items | Major Descriptors | FUNCTIONS | | COMMENTS Culture/References/Supplements |
|---|--|-------------------|--|------------------------------|--|
| | | | 4.6 | 4.6 | |
| <u>prevent him from choking.</u> | предотвратить дышать-ся, задушиться тепло, | 4.6 | directions/ instructions/ commands | | |
| D. Keep the person <u>warm</u> by <u>covering him with whatever is available.</u> Place the cover under as well as over him. | накрыть | | | | |
| Do not overheat. | слишком разогреть | | | | |
| E. If the person is able to take <u>fluids by mouth</u> , urge him to take as much as possible. Fluids with <u>sugar or salt, orange juice</u> , and <u>carbonated drinks</u> are good. | жидкость настаивать на сахар или соль апельсинный сок и газир-ованные воды | 4.6 | directions/ instructions/ commands | | |
| F. Anaphylactic shock must be <u>treated with medication</u> . <u>Epinephrine</u> is the drug usually used. If available, oxygen should also be administered. | лечить лекарство, эпинефрин лекарство, кислород | 2.6 4.6 | need directions/ instructions/ commands | | |
| G. Electrical shock must first be treated by breaking the <u>contact</u> between the person and the <u>electrical source</u> . Then begin <u>cardiopulmonary resuscitation</u> . | соприкосновение источнику | 2.6 4.6 | need directions/ instructions/ commands | сердечно-лёгочное ожив-ление | |

T.02
Page 7 of 7

TSO No. 91B.SF / C.7.03 / RU

 TSO
 EO

| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS |
|--|---|--|---|
| | | | Culture/References/Supplements |
| <p><u>tion.</u> If the person resumes normal breathing, keep him warm and lying quietly. Watch for <u>signs of secondary shock.</u></p> <p>All <u>cases of shock</u> should require further medical treatment or <u>hospitalization</u>. What you do initially to treat shock <u>may mean the difference between life and death.</u></p> | <p>признаки вторичного шока</p> <p>случай шока</p> <p>претывание в больнице</p> <p>может спасти вам жизнь</p> | <p>1.2 state factual information</p> <p>2.8 obligation</p> | <p>The student will demonstrate his ability to supervise trainee performance (EO C.7-4) and evaluate performance (EO C.7-5) after the demonstration of "treatment for shock."</p> |
| | | | |

LPM Functional Indices for "DEMONSTRATES"

Page 1 of 1

| 1.0 Factual Information | 2.0 Intellectual Attitudes | 3.0 Emotional Attitudes | 4.0 Sustained | 5.0 Elementary Social Rituals | 6.0 Managing Communication |
|---|--|--|---|-------------------------------|---|
| 1.1 identify objects, persons, processes 1.2 state factual information 1.3 seek factual information | 2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion | 3.1.1 pleasure/liking 3.1.2 displeasure/ 3.1.2 disliking 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.7 intention 3.9.1 approval 3.10.1 importance 3.10.2 unimportance/ indifference | 4.1 suggests 4.2 requests 4.4 advice 4.5 warnings 4.6 directions/ instructions/ commands 4.7 corrections | | 6.1.2 acknowledge interruptions sequence communica- tions 6.2 refocus and/or adjust communication 6.3 request questions and/or comments 6.9 |

| Crit | English | Target Language: RUSSIAN | Crit | English | Target Language: RUSSIAN |
|-------------------------------------|---------------------------|------------------------------------|-------------------------------------|--------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> | <u>anaphylactic shock</u> | <u>анафилактический шок</u> | <input checked="" type="checkbox"/> | <u>complain</u> | <u>жаловаться</u> |
| <input type="checkbox"/> | <u>anxious</u> | <u>беспокойный</u> | <input checked="" type="checkbox"/> | <u>complicated</u> | <u>осложнённый</u> |
| <input checked="" type="checkbox"/> | <u>back</u> | <u>спина</u> | <input checked="" type="checkbox"/> | <u>contact</u> | <u>соприкосновение</u> |
| <input checked="" type="checkbox"/> | <u>badly injured</u> | <u>тяжело раненный</u> | <input checked="" type="checkbox"/> | <u>dilated pupils</u> | <u>расширенные зрачки</u> |
| <input type="checkbox"/> | <u>person</u> | | <input checked="" type="checkbox"/> | <u>drainage from the</u> | <u>выделение изо рта</u> |
| <input checked="" type="checkbox"/> | <u>bleeding</u> | <u>кровотечение</u> | <input checked="" type="checkbox"/> | <u>mouth</u> | |
| <input checked="" type="checkbox"/> | <u>blood pressure</u> | <u>кровяное давление</u> | <input checked="" type="checkbox"/> | <u>dreaminess</u> | <u>мечтательность</u> |
| <input checked="" type="checkbox"/> | <u>blood stream</u> | <u>кровеносные сосуды</u> | <input checked="" type="checkbox"/> | <u>drug</u> | <u>лекарство</u> |
| <input checked="" type="checkbox"/> | <u>bluish</u> | <u>синеватый</u> | <input checked="" type="checkbox"/> | <u>dull</u> | <u>тусклый</u> |
| <input checked="" type="checkbox"/> | <u>breathe</u> | <u>дышать</u> | <input checked="" type="checkbox"/> | <u>electric</u> | <u>электрический</u> |
| <input checked="" type="checkbox"/> | <u>breathing</u> | <u>дыхание</u> | <input checked="" type="checkbox"/> | <u>elevated</u> | <u>поднятый</u> |
| <input checked="" type="checkbox"/> | <u>carbonated drinks</u> | <u>газированные воды</u> | <input checked="" type="checkbox"/> | <u>epinephrine</u> | <u>эпинефрин</u> |
| <input checked="" type="checkbox"/> | <u>cardiopulmonary</u> | <u>сердечно-лёгочное оживление</u> | <input checked="" type="checkbox"/> | <u>eyes</u> | <u>глаза</u> |
| <input checked="" type="checkbox"/> | <u>resuscitation</u> | | <input checked="" type="checkbox"/> | <u>face</u> | <u>лицо</u> |
| <input checked="" type="checkbox"/> | <u>cases of shock</u> | <u>случай шока</u> | <input checked="" type="checkbox"/> | <u>faintness</u> | <u>дурнота</u> |
| <input checked="" type="checkbox"/> | <u>chest</u> | <u>грудная клетка</u> | <input checked="" type="checkbox"/> | <u>flat</u> | <u>распростёртый во всю длину</u> |
| <input checked="" type="checkbox"/> | <u>choke</u> | <u>душиться</u> | <input checked="" type="checkbox"/> | <u>fluids</u> | <u>жидкость</u> |
| <input checked="" type="checkbox"/> | <u>clammy</u> | <u>липкий</u> | <input checked="" type="checkbox"/> | <u>head</u> | <u>голова</u> |
| <input checked="" type="checkbox"/> | <u>cold</u> | <u>холодный</u> | <input checked="" type="checkbox"/> | <u>head injury</u> | <u>поражение головы</u> |

LPM Vocabulary Indices for TSO No. 91B.SF / C.7.03 / RU

T.04
Page 2 of 2

| Crit | English | Target Language: RUSSIAN | Crit | English | Target Language: RUSSIAN |
|-------------------------------------|-------------------------|--------------------------|-------------------------------------|------------------------|--------------------------|
| <input checked="" type="checkbox"/> | heart attack | сердечный приступ | <input type="checkbox"/> | mottled blue skin | испещренная синевой кожа |
| <input type="checkbox"/> | hospitalization | пребывание в больнице | <input checked="" type="checkbox"/> | nausea | тошнота |
| <input checked="" type="checkbox"/> | increase in temperature | повышение температуры | <input checked="" type="checkbox"/> | necessary | необходимо |
| <input checked="" type="checkbox"/> | perature | | <input checked="" type="checkbox"/> | non-traumatic | нетравматический |
| <input checked="" type="checkbox"/> | injuries | повреждения | <input type="checkbox"/> | orange juice | апельсиновый сок |
| <input checked="" type="checkbox"/> | irregular | неправильный | <input checked="" type="checkbox"/> | overheat | слишком разогреться |
| <input checked="" type="checkbox"/> | leg | нога | <input type="checkbox"/> | overwhelming infection | подавляющее заражение |
| <input checked="" type="checkbox"/> | lie down | лежать | <input type="checkbox"/> | tion | |
| <input type="checkbox"/> | life-threatening | жизнеугрожающий | <input checked="" type="checkbox"/> | oxygen | кислород |
| <input type="checkbox"/> | lightning | молния | <input checked="" type="checkbox"/> | pale | бледное |
| <input checked="" type="checkbox"/> | lung congestion | закупорка лёгких | <input checked="" type="checkbox"/> | prevent | предотвратить |
| <input checked="" type="checkbox"/> | may mean the | может спасти вам жизнь | <input checked="" type="checkbox"/> | pulse | пульс |
| <input type="checkbox"/> | difference | | <input checked="" type="checkbox"/> | rapid (breathing) | ускоренный |
| <input type="checkbox"/> | between life and death | | <input checked="" type="checkbox"/> | rapid (pulse) | быстрый |
| <input type="checkbox"/> | measures | | <input type="checkbox"/> | restless | неустановленный |
| <input type="checkbox"/> | medication | | <input checked="" type="checkbox"/> | salt | соль |
| <input type="checkbox"/> | mental sluggishness | умственная вялость | <input type="checkbox"/> | semiconsciousness | полудоскональность |
| <input checked="" type="checkbox"/> | moist | влажный | <input type="checkbox"/> | sepsis | сепсис |
| <input checked="" type="checkbox"/> | | | <input type="checkbox"/> | septic shock | септический шок |

| LPM Vocabulary Indices | for TSO No. | 91B.SF / C.7.03 / RU |
|----------------------------|-------------------------------|-------------------------------------|
| English | Target Language: | RUSSIAN |
| <u>crit</u> | <u>/kɪt/</u> | <u>профундное кровотечение</u> |
| <u>severe bleeding</u> | <u>/'vɪərə 'bledɪŋ/</u> | <u>глубокий ожог</u> |
| <u>severe burn</u> | <u>/'vɪərə bɜːn/</u> | <u>сильная кашель</u> |
| <u>severe coughing</u> | <u>/'vɪərə 'kɒfɪŋ/</u> | <u>сильная боль головы</u> |
| <u>severe headache</u> | <u>/'vɪərə 'hedeɪf/</u> | <u>холодовая дрожь</u> |
| <u>shaking</u> | <u>/'ʃeɪkɪŋ/</u> | <u>поверхностный</u> |
| <u>shallow</u> | <u>/'ʃæləʊ/</u> | <u>шок</u> |
| <u>shock</u> | <u>/'ʃɒk/</u> | <u>Ознака (специоз.)</u> |
| <u>shortness of breath</u> | <u>/'ʃɔːtnes əv b्रeθ/</u> | <u>признаки вторичного шока</u> |
| <u>signs of secondary</u> | <u>/'saɪŋz əv 'sekondəri/</u> | <u>шок</u> |
| <u>skin</u> | <u>/skɪn/</u> | <u>кожа</u> |
| <u>soft</u> | <u>/sfɒt/</u> | <u>мягкий</u> |
| <u>source</u> | <u>/sɔːs/</u> | <u>источник</u> |
| <u>suffer</u> | <u>/'sʌfər/</u> | <u>страдать</u> |
| <u>sugar</u> | <u>/'sʊgər/</u> | <u>сахар</u> |
| <u>symptoms of shock</u> | <u>/'simptəmz əv 'ʃɒk/</u> | <u>симптомы шока, признаки шока</u> |
| <u>thirst</u> | <u>/θɜːst/</u> | <u>жажды</u> |
| <u>traumatic</u> | <u>/'træmətɪk/</u> | <u>травматический</u> |
| <u>treat</u> | <u>/triːt/</u> | <u>лечить</u> |

T. 04

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TSO Map

TSO 91B.SF / C.7.03 / RU

RECOMMENDED TRAINING SEQUENCE

| | | | | | | | | | | |
|----|---|-----|---|---|---|---|---|---|---|----|
| NA | 1 | (2) | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----|---|-----|---|---|---|---|---|---|---|----|

SEQUENCE TYPE

- linear job criticality
- hierarchical dependent relationship
- solitary independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Demonstrate C.7 / 1-6

Functions Catalog: Russian

Rolebooks: Instructor (Russian)

Special Vocabulary: See TSO 91B.SF/C.7/RU: T.04

Technical Documents:

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e., topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar."

Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATES"

| | | |
|--|---|---|
| INTRODUCING THE DEMONSTRATION Gain attention 3.7/5.5.1/6.1.1/6.2/6.3 Motivate 2.6/2.8/3.10.1/4.1 State learning objectives 1.1/1.2 Provide overview of activities and/or procedures 1.1/1.2/3.7/6.2 Explain evaluation 2.5.1/2.5.2/2.8/3.10.1 | SUPERVISING STUDENT PERFORMANCE Answer questions 1.1/1.2/4.6/4.4/4.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.2/3.10.1/ 3.10.2 Provide supportive correction 3.2.1/4.1/4.4/4.7 | EVALUATING PERFORMANCE Ask questions 1.3/2.5.1/2.11 Express approval/disapproval 3.9.1/3.9.2 Provide assessment 1.1/1.2/3.2.1/3.2.2/4.7 |
| PROVIDING EXPLANATION Issue warnings and cautions 4.5/2.4.1 Identify parts and label them 1.1/1.2 Identify steps in a procedure 1.1/1.2/4.6/6.2 | PROVIDING GUIDANCE Encourage questions 6.9 | DEMONSTRATING Make comments on modeled actions 2.3.1/2.3.2/2.4.1/2.4.2/2.6/ 3.10.1/4.5/4.6 Make comments on procedures 2.3.1/2.3.2/2.4.1/2.4.2/2.6/ 3.10.1/4.5/4.6 |

TERMINAL SKILL OBJECTIVE

No. 91B.SF / C.7.04 / RU

Page T.01

X-72

| COMMUNICATIVE TASK | | STATEMENT |
|--------------------|------------------|--|
| COMPONENTS | STATEMENT | The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian language in a face-to-face situation on an individual or group basis the four lifesaving steps by: (1) identifying the four life-saving steps in order, and (2) demonstrating on a live model the procedures for clearing the air passage, stopping bleeding, treating for shock, and protecting wounds for the purpose of training medics |
| Role | Instructor | |
| Com Act | Demonstrates | |
| Audience | Group/Individual | |
| Topics | Lifesaving steps | |
| Purpose | Training medics | specialists. |

CONDITIONS

| PREPARATION TIME | PERFORMANCE TIME |
|-----------------------|--------------------------------|
| 2 hours | 20 min. |
| Materials/Equipment | Materials/Equipment |
| dictionary, technical | 1-5 persons acting as trainees |
| terms, medical FM | trainees |
| Speech | REGISTER Print |
| techno-jargon | — technical |
| — formal | — literary |
| x colloquial | — informal |

MacroSTANDARDS

| DESCRIPTION | LPM INDICES |
|--|-----------------|
| The student will present a lesson of lifesaving steps. He will be asked three questions on each lifesaving step. He must answer each question correctly. | |
| | Functions |
| | x 1.0 Fact Info |
| | — 2.0 Intel Att |
| | — 3.0 Emo Att |
| | x 4.0 Sustion |
| | — 5.0 Scr Rit |
| | — 6.0 Man Comm |
| | See T.04 |



1.02
Page 2 of 12

| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements | |
|---|---|---|--|---|
| | | | | |
| <p>has stopped <u>bleeding</u> after we applied the field first-aid dressing and <u>direct pressure</u>. Like this. Let's say the casualty becomes unconscious, <u>stops breathing</u>, and <u>has no heartbeat</u>.</p> <p>Now we must be able to reach the following <u>STANDARDS</u>:</p> <ul style="list-style-type: none"> With our live friend here with the leg wound we must do the following things within five minutes: <u>Check the casualty's air passages.</u> <u>Stop the bleeding</u> <u>Treat for shock</u> <u>Protect the wound</u> | <p>кровотечение</p> <p>непосредственное давление</p> <p>нормы</p> | <p>The student will provide an overview of the procedures for the lifesaving step. (EO C.7-1, D.)</p> | | |
| | | <p>4.6 directions/instructions/commands</p> | <p>The student will explain how evaluation of trainee performance will be conducted. He will describe the GO-NOGO standard. (EO C.7-1, E.)</p> | <p>4.6 directions/instructions/commands</p> |



| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements |
|---|--|---|---|
| <p>With our manikin we must be able within twenty seconds to do these things:</p> <p>Clear the casualty's air passages. Begin to <u>administer mouth-to-mouth respiration</u> and <u>closed-chest heart massage</u>. We will continue this for three minutes.</p> <p>Now we shall start the TRAINING. The first lifesaving measure is to clear the air passages and <u>restore breathing</u>, and <u>heartbeat</u> if you have to.</p> <p>First, examine the casualty's <u>mouth</u>. Remove anything in there. Look for <u>false teeth</u>, <u>mucus</u> or <u>vomitus</u>. Artificial respiration</p> | <p>оказывать дыхание рот в рот массаж сердца</p> <p>ОБУЧЕНИЕ</p> <p>восстановить дыхание восстановить пульсацию сердца</p> <p>рот</p> <p>вставные зубы слизь рвота искусственное дыхание</p> | <p>4.6 directions/ instructions/ commands</p> <p>4.6 directions/ instructions/ commands</p> <p>4.6 directions/ instructions/ commands</p> | <p>The student will provide explanation (EO C.7-2) and model the behaviors in successful performance of the life-saving steps (EO C.7-3).</p> <p>The student must be able to provide simple definitions of each medical term, give examples and non-examples, and make comparisons, when necessary.</p> |
| | | | |

TSO No. 91B.SF / C.7.04 / RU



EO

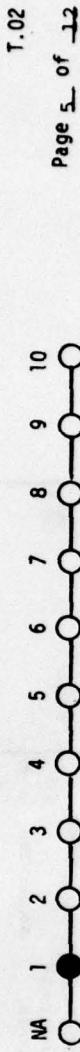


| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements |
|---|--|--|--|
| | | | Comments |
| <p>or closed-chest heart massage may be necessary. Second, turn the casualty's head to the side so that it can drain.</p> <p>The second life-saving measure is to stop the bleeding.</p> <p><u>First, look over the casualty to determine the location and seriousness of all wounds.</u></p> <p>Treat the most serious wound first.</p> <p>Second, without <u>touching</u> the wound, take the clothing away so that the wound is <u>exposed</u>.</p> <p>Third, apply the field first-aid dressing like this. Don't <u>contaminate</u> the wound or <u>contaminate the dressing</u>. Follow my instructions.</p> | <p>дренировать рану дренирование раны</p> <p>осматривать пораженного определять местоположение</p> <p>соприкасаться</p> <p>обнаживать рану</p> | <p>1.1 identify 4.6 directions/ instructions/ commands</p> | <p>The presentation <u>style</u> as presented in this set follows closely the training methodology and organization in current use.</p> <p>That is, statements of tasks, conditions, and standards are given to the Guerrilla personnel by the 91B SF instructor.</p> <p>This sample is intended to show that the "language learning" can also incorporate training principles conforming to TRADOC guidelines.</p> <p>4.5 warnings</p> <p>заражать перевязку заражать рану указания</p> |

TSO No. 91B.SF / C.7.04 / RU

TSO

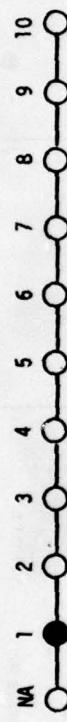
E0



T.02

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| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements |
|---|--|---|--|
| | | | |
| <p>Fourth thing is <u>elevate</u> the wound, if possible. Use the casualty's <u>helmet</u>, <u>pack</u>, a rock, or anything. Just be sure you are not elevating a <u>broken bone</u>.</p> <p>Fifth, <u>apply pressure</u> with your hand over the <u>bandage</u> until the bleeding stops. If the <u>dressing</u> is filled with blood, the bleeding is uncontrolled. A <u>tourniquet</u> is required.</p> <p>To stop the bleeding with a <u>tourniquet</u>:</p> | <p>поднимать, повышать</p> <p>подшлемник</p> <p>вещевой мешок</p> | <p>4.6 directions/instructions/commands</p> | <p>The remainder of this scenario (pages 5 - 12) provide the content, key vocabulary, and language functions for providing explanations and demonstrations for the lifesaving steps.</p> |
| <p>Place a <u>loop of a sling</u> or <u>belt</u> between the wound and the <u>heart</u>. Put it as close to the wound as possible. Put the tourniquet above the <u>knee</u> or <u>elbow</u>, since the wound is on the arm or leg.</p> | <p>петля от портаки</p> <p>рюс</p> <p>сердце</p> <p>колено</p> <p>локоть</p> | <p>4.6 directions/instructions/commands</p> | <p>E0 C.7-4 SUPERVISING STUDENT PERFORMANCE and E0 C.7-5 EVALUATING PERFORMANCE are conducted in accordance with their functions breakdown. The same medical terms are used again.</p> |



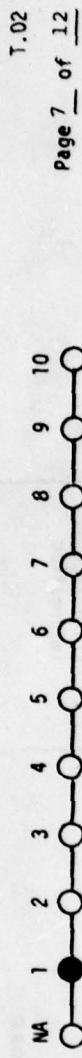
TASK SCENARIO

KEY TERMS

COMMENTS

| TASK SCENARIO | Vocabulary Items | FUNCTIONS | Culture/References/Supplements |
|---|---|--------------------------------------|--------------------------------|
| Next, <u>tighten</u> the tourniquet to stop the flow of blood. | затягивать турникет | 4.6 directions/instructions/commands | |
| <u>Bind</u> the end of the sling or belt so that it will not come loose. | связывать | | |
| Now put a "T" on the casualty's <u>forehead</u> using <u>mud</u> , <u>grease pencil</u> , or the like. | лоб грязь жирный карандаш | 4.6 directions/instructions/commands | |
| Remember <u>not to loosen</u> or remove the tourniquet. This should be done only by <u>trained medical personnel</u> . | ослаблять турникет | 2.3.1 remembering | |
| If an <u>unconscious casualty</u> must be left <u>unattended</u> , he should be placed on his <u>stomach</u> with his <u>face to the side</u> . This will keep the <u>patient</u> from <u>choking to death</u> on <u>blood</u> or other <u>fluids</u> . | профессиональный медицинский личный состав | 4.5 warning | |
| | пораженный без сознания без призыва | 4.6 directions/instructions/commands | |
| | живот, желудок лицом на сок | | |
| | больной, заболевший дышаться кровь жидкость | | |

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| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements | |
|---|--|--|--|--|
| | | | 4.6 directions/ instructions/ commands | 4.6 directions/ instructions/ commands |
| The third life-saving measure is to treat for shock. | ослаблять техническую одежду | 4.6 directions/ instructions/ commands | | |
| The first thing you do is <u>loosen</u> <u>light clothing</u> at the <u>neck</u> , <u>waist</u> , and <u>feet</u> . This makes <u>circulation</u> of the <u>blood</u> easier. | шея пояс ноги | | | |
| Second, lay the casualty on his back, and elevate the feet 10 to 15 centimeters. This also <u>increases</u> circulation and <u>reduces</u> strain on the heart. | циркуляция крови | 4.6 directions/ instructions/ commands | | |
| Third, warm the casualty by placing him or wrapping him in his poncho. | сердечное напряжение | 4.6 directions/ instructions/ commands | | |
| Next assure the casualty by being calm and firm while <u>applying</u> first aid. If he asks how badly he is hurt, tell him you will | заверить пораженного оказывать первую помощь | 4.7 corrections | | |

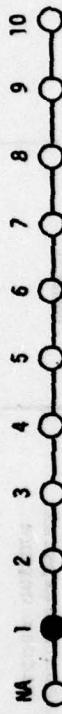
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TSO 1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10
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| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements | |
|--|--|---|--|--------------------------------|
| | | | Comments | Culture/References/Supplements |
| get him to a doctor soon. | позвести к доктору | 4.6 directions/ instructions/ commands | | |
| The fourth life-saving measure is to protect the wound. You must protect the wound from <u>contamination</u> and further <u>injury</u> . The pressure dressing may be enough protection. But if a bone is broken, then you must put on a <u>splint</u> also. | зарражение поражение травма лубок | 2.4.1 possibility 2.8 obligation 4.6 directions/ instructions/ commands | 1.2 state factual information | мозг |



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| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements |
|--|--|---|---|
| <p>This is the way you do it. First put the casualty <u>on a solid surface</u>. Now <u>kneel</u> at a right angle to the casualty's <u>chest</u> so that you can use your weight to apply pressure on his <u>breastbone</u>.</p> <p>Place the <u>heel of one hand</u> on the lower half of the breastbone like this. Spread and raise your fingers so you can apply pressure without pressing the <u>ribs</u>. Place your other hand on top of the first.</p> <p>If the casualty is a <u>child</u>, just use one hand. If the casualty is an <u>infant</u>, just use your finger tips.</p> <p>Now you are ready to <u>administer closed heart massage</u>. Lean for-</p> | <p>твърдая поверхность становище на колени грудная кость пята руки ребра ребенок, дитя младенец, ребенок</p> | <p>4.6 directions/ instructions/ commands</p> | |
| | | | <p>4.6 directions/ instructions/ commands</p> <p>сделать закрытый массаж сердца</p> |



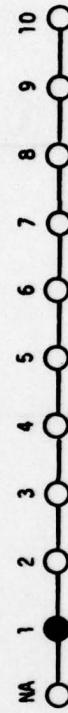
| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements |
|--|---|---|--|
| | | | |
| <p>ward to bring your <u>shoulders</u> right above the casualty's breastbone. Press straight down so that the breastbone moves 1 and a half to 2 inches. Too much pressure may <u>fracture</u> the casualty's ribs. If it is a child or infant, press lightly.</p> <p>Next <u>release the pressure</u> immediately, lifting the hands slightly, now you need to <u>administer mouth-to-mouth artificial respiration</u> and <u>closed heart massage</u>:</p> <p>clear the air passages, <u>tilt the casualty's head back</u>. The head is in a <u>chin-up position</u>. Seal the nose like this.</p> <p><u>Take a deep breath</u>, open your</p> | <p>плечи</p> <p>позвинять перелом</p> <p>искусственное дыхание в рот</p> <p>поворачивать голову на-зад</p> <p>положение "подбородок вверх"</p> <p>сделать глубокий вдох</p> | <p>4.6 directions/ instructions/ commands</p> <p>4.6 directions/ instructions/ commands</p> <p>4.6 directions/ instructions/ commands</p> | |
| | | | |

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■ TSO

□ EO

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| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements |
|--|--|---|--|
| <p><u>mouth wide, and make an airtight seal</u> around the casualty's mouth.</p> <p><u>Blow three to five breaths.</u></p> <p>Watch for the chest to rise.</p> <p>Then apply 15 closed heart massages and then two breaths. Continue this procedure until a second person comes to help.</p> <p>After a few minutes, <u>check for pulse</u>. Put your fingers on the neck or look for movement of the artery in his neck. If a <u>weak, irregular pulse</u> or no pulse, <u>elevate the legs</u> about 10 centimeters. Continue the heart massage and the <u>mouth-to-mouth resuscitation</u> until the casualty is able to <u>breathe</u>. You may have</p> | <p>раскройте рот сделайте воздухоне-проницаемую изоляцию</p> <p>выдохнуть ТРИ-ПЯТЬ ВЫ-ДОХОВ</p> <p>проверьте пульс</p> <p>слабый или аритмичный пульс</p> <p>поднять ноги пораженного</p> <p>дыхание рот в рот</p> <p>дышать</p> | <p>4.6 directions/ instructions/ commands</p> <p>4.6 directions/ instructions/ commands</p> <p>4.6 directions/ instructions/ commands</p> | |

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EO



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LPM Functional Indices for "DEMONSTRATES"

Page 1 of 1

| 1.0 Factual Information | 2.0 Intellectual Attitudes | 3.0 Emotional Attitudes | 4.0 Session | 5.0 Elementary Social Rituals | 6.0 Managing Communication |
|---|--|---|---|--|----------------------------|
| 1.1 identify objects, persons, processes 1.2 state factual information 1.3 seek factual information | 2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion | 3.1.1 pleasure/liking 3.1.2 displeasure/ disliking 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.7 intention 3.9.1 approval 3.10.1 importance/ 3.10.2 unimportance/ indifference | 4.1 suggests 4.2 requests 4.4 advice 4.5 warnings 4.6 directions/ instructions/ commands 4.7 corrections | 6.1.2 acknowledge interruptions 6.2 sequence communica- tions 6.3 refocus and/or adjust communication 6.9 request questions and/or comments | |

| LPM Vocabulary Indices | for TSO No. | 91B.SF / C.7.04 / RU | Target Language: | RUSSIAN |
|-------------------------------------|--|---------------------------------|-------------------------------------|--------------------------|
| <u>crit</u> | <u>English</u> | | <u>English</u> | |
| <input type="checkbox"/> | <u>administer</u> | делать, спледать | <input checked="" type="checkbox"/> | bind |
| <input checked="" type="checkbox"/> | <u>administer closed-heart massage</u> | сделать закрытый массаж сердца | <input checked="" type="checkbox"/> | bleeding |
| <input type="checkbox"/> | <u>air passage</u> | дыхательный проход | <input checked="" type="checkbox"/> | blood |
| <input checked="" type="checkbox"/> | <u>air passages</u> | дыхательный канал | <input checked="" type="checkbox"/> | brain |
| <input checked="" type="checkbox"/> | <u>airtight seal</u> | воздухонепроницаемая изоляция | <input checked="" type="checkbox"/> | breathe |
| <input type="checkbox"/> | <u>apply</u> | оказывать | <input checked="" type="checkbox"/> | broken bone |
| <input checked="" type="checkbox"/> | <u>apply first aid</u> | оказывать первую помощь | <input checked="" type="checkbox"/> | check |
| <input checked="" type="checkbox"/> | <u>apply pressure</u> | наносить, оказывать давление | <input checked="" type="checkbox"/> | chest |
| <input checked="" type="checkbox"/> | <u>arm wound</u> | ранение в руку | <input checked="" type="checkbox"/> | check for pulse |
| <input checked="" type="checkbox"/> | <u>artificial respiration</u> | искусственное дыхание | <input checked="" type="checkbox"/> | child |
| <input type="checkbox"/> | <u>mouth</u> | искусственное дыхание рот в рот | <input checked="" type="checkbox"/> | chin-up position |
| <input checked="" type="checkbox"/> | <u>mouth-to-mouth</u> | | <input checked="" type="checkbox"/> | choke |
| <input type="checkbox"/> | <u>respiration</u> | | <input checked="" type="checkbox"/> | clear |
| <input checked="" type="checkbox"/> | <u>assure the casualty</u> | заверять поражённого | <input checked="" type="checkbox"/> | circulation |
| <input checked="" type="checkbox"/> | <u>back</u> | спина | <input checked="" type="checkbox"/> | conscious casualty |
| <input checked="" type="checkbox"/> | <u>bandage</u> | перевязка | <input checked="" type="checkbox"/> | contamination |
| <input checked="" type="checkbox"/> | <u>belt</u> | пояс | <input checked="" type="checkbox"/> | contaminate the |
| | | | | <input type="checkbox"/> |

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| Crit | English | Target Language: RUSSIAN | English | Target Language: RUSSIAN |
|-------------------------------------|-----------------------|---------------------------|-------------------------------------|--------------------------|
| <input checked="" type="checkbox"/> | contaminate the wound | зарражать рану | <input checked="" type="checkbox"/> | heart massage |
| <input checked="" type="checkbox"/> | determine | определять | <input checked="" type="checkbox"/> | heel of the hand |
| <input checked="" type="checkbox"/> | direct pressure | непосредственное давление | <input checked="" type="checkbox"/> | helmet |
| <input checked="" type="checkbox"/> | drain the wound | дренировать рану | <input checked="" type="checkbox"/> | increase |
| <input checked="" type="checkbox"/> | elbow | локоть | <input checked="" type="checkbox"/> | infant |
| <input checked="" type="checkbox"/> | elevate | поднимать | <input checked="" type="checkbox"/> | injury |
| <input checked="" type="checkbox"/> | elevate the legs | поднять ногу | <input checked="" type="checkbox"/> | instructions |
| <input checked="" type="checkbox"/> | examine the casualty | осматривать поражённого | <input checked="" type="checkbox"/> | irregular pulse |
| <input checked="" type="checkbox"/> | expose the wound | обнаживать рану | <input checked="" type="checkbox"/> | knee |
| <input checked="" type="checkbox"/> | false teeth | вставные зубы | <input checked="" type="checkbox"/> | kneel |
| <input checked="" type="checkbox"/> | face | лицо | <input checked="" type="checkbox"/> | leg wound |
| <input checked="" type="checkbox"/> | fluids | жидкость | <input checked="" type="checkbox"/> | location |
| <input checked="" type="checkbox"/> | forehead | лоб | <input checked="" type="checkbox"/> | loop of a sling |
| <input checked="" type="checkbox"/> | fracture | вызвывать перелом | <input checked="" type="checkbox"/> | loosen tight |
| <input checked="" type="checkbox"/> | grease pencil | жирный карандаш | <input checked="" type="checkbox"/> | clothing |
| <input checked="" type="checkbox"/> | head | голова | <input checked="" type="checkbox"/> | loosen a tourniquet |
| <input checked="" type="checkbox"/> | heart | сердце | <input checked="" type="checkbox"/> | quiet |

| Crit | English | Target Language: RUSSIAN | English | Target Language: RUSSIAN |
|------|-------------------|-------------------------------|---------|--------------------------|
| /X | mouth | рот | /X | resuscitative |
| /X | mouth-to-mouth | дыхание рот в рот | | меры |
| | respiration | | | изолирующие меры |
| /X | mucus | слизь | /X | measures |
| /X | mud | грязь | /X | rib |
| /X | neck | шея | /X | шанцы |
| /X | no heartbeat | нет пульсации сердца | /X | shoulders |
| | non-arterial | неартериальное кровотечение | /X | спина |
| /X | open your mouth | раскройте рот | /X | simulated casualty |
| | wide | | /X | solid surface |
| /X | pack | вещевая мешок | /X | спине |
| /X | patient | больной, заболевший | /X | stop breathing |
| | pressure dressing | нажимная перевязка | /X | струна |
| /X | protect the wound | защищать рану | /X | stop the bleeding |
| | protect the wound | предохранять рану | /X | стремянка |
| /X | release pressure | ослаблять давление | /X | strain on the heart |
| /X | reduce | сокращать | /X | take a deep breath |
| /X | restore heartbeat | восстановить пульсацию сердца | /X | take to the doctor |
| /X | restore breathing | восстановить дыхание | /X | tighten a tourniquet |
| | | | /X | quer |
| | | | /X | tilt back |
| | | | /X | поворачивать назад |
| | | | /X | touch |
| | | | /X | соприкасаться |
| | | | /X | tourniquet |
| | | | /X | турникет |
| | | | | профессиональный |
| | | | | trained |

TSO Map

TSO 91B.SF / C.7.04 / RU

RECOMMENDED TRAINING SEQUENCE

| | | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|---|----|
| NA | ① | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----|---|---|---|---|---|---|---|---|---|----|

SEQUENCE TYPE

- Linear
- Hierarchical
- Solitary

PRIMARY DECISION FACTOR

- Job criticality
- Dependent relationship
- Independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Demonstrate C.7 / 1-6

Functions Catalog: Russian

Rolebooks: Instructor

Special Vocabulary: See TSO 91B.SF/C.7.04/RU

Technical Documents:

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar."

Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATE"

| |
|--|
| SUPERVISING STUDENT PERFORMANCE |
| Answer questions |
| 1.1/1.2/4.1/2.4.2/2.5.1/2.5.2/ |
| Acknowledge emotional attitudes |
| 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/ |
| 3.10.2 |
| Provide supportive correction |
| 3.2.1/4.1/4.4/4.7 |
| EVALUATING PERFORMANCE |
| Ask questions |
| 1.3/2.5.1/2.11 |
| Express approval/disapproval |
| 3.9.1/3.9.2 |
| Provide assessment |
| 1.1/1.2/3.2.1/3.2.2/4.7 |
| PROVIDING EXPLANATION |
| Issue warnings and cautions |
| 4.5/2.4.1 |
| Identify parts and label them |
| 1.1/1.2 |
| Identify steps in a procedure |
| 1.1/1.2/4.6/6.2 |
| Demonstrating |
| Make comments on modeled actions |
| 2.3.1/2.3/2/2.4.1/2/4.2/2.6/ |
| 3.10.1/4.5/4.6 |
| Make comments on procedures |
| 2.3.1/2.3/2/2.4.1/2/4.2/2.6 |
| 3.10.1/4.5/4.6 |
| PROVIDING GUIDANCE |
| Encourage questions |
| 6.9 |
| Answer questions |
| 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/ |
| Acknowledge emotional attitudes |
| 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/ |
| 3.10.2 |
| Provide supportive correction; |
| recommend; caution |
| 3.2.1/4.1/4.2/4.5/4.7 |
| INTRODUCING THE DEMONSTRATION |
| Gain attention |
| 3.7/5.5.1/6.1.1/6.2/6.3 |
| Motivate |
| 2.6/2.8/3.10.1/4.1 |
| State learning objectives |
| 1.1/1.2 |
| Provide overview of activities and/or procedures |
| 1.1/1.2/3.7/6.2 |
| Explain evaluation |
| 2.5.1/2.5.2/2.8/3.10.1 |

TERMINAL SKILL OBJECTIVE

No. 91B.SF / C.7.05 / RU

Page T.01

| | | | | | | | | | | | | | | | | |
|---|------------------------------|--|-----------------------|--------------------|-------------------------|-------------------------|------------------------------|------------------------------|---------------------|--|-------------------------|--|------------------------|--|--------------------|--|
| <u>COMMUNICATIVE TASK</u> | | <u>STATEMENT</u> | | | | | | | | | | | | | | |
| <u>COMPONENTS</u> | | <p>The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian language in a face-to-face situation on a group or individual basis how to create an emergency airway by: (1) describing the signs that indicate an emergency airway is needed, (2) describing the procedures for creating an emergency airway, and (3) demonstrating on a dummy the procedures for creating an emergency airway for the purpose of training medical specialists.</p> | | | | | | | | | | | | | | |
| <u>CONDITIONS</u> | | <table border="1"> <tr> <td><u>PREPARATION TIME</u></td> <td><u>PERFORMANCE TIME</u></td> </tr> <tr> <td><input type="text"/> 2 hours</td> <td><input type="text"/> 20 min.</td> </tr> <tr> <td colspan="2">Materials/Equipment</td> </tr> <tr> <td colspan="2">dummy, technical terms.</td> </tr> <tr> <td colspan="2">dictionary, medical FM</td> </tr> <tr> <td colspan="2">acting as trainees</td> </tr> </table> | | | <u>PREPARATION TIME</u> | <u>PERFORMANCE TIME</u> | <input type="text"/> 2 hours | <input type="text"/> 20 min. | Materials/Equipment | | dummy, technical terms. | | dictionary, medical FM | | acting as trainees | |
| <u>PREPARATION TIME</u> | <u>PERFORMANCE TIME</u> | | | | | | | | | | | | | | | |
| <input type="text"/> 2 hours | <input type="text"/> 20 min. | | | | | | | | | | | | | | | |
| Materials/Equipment | | | | | | | | | | | | | | | | |
| dummy, technical terms. | | | | | | | | | | | | | | | | |
| dictionary, medical FM | | | | | | | | | | | | | | | | |
| acting as trainees | | | | | | | | | | | | | | | | |
| <u>MACROSTANDARDS</u> | | <p>DESCRIPTION The student will describe the signs, the step-by-step procedures, and demonstrate on the dummy. The student will ask questions and provide corrective feedback for incorrect responses.</p> | | | | | | | | | | | | | | |
| <u>REGISTRY</u> | | <u>LPM INDICES</u> | <u>FUNCTIONS</u> | <u>VOCABULARY</u> | | | | | | | | | | | | |
| Speech | <u>REGISTER</u> | <u>Print</u> | <u>1.0 Fact Info</u> | <u>military</u> | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> technico-jargon | | <u>technical</u> | <u>2.0 Intel1 Att</u> | <u>x technical</u> | | | | | | | | | | | | |
| <input type="checkbox"/> formal | | <u>literary</u> | <u>3.0 Emo Att</u> | <u>- other</u> | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> colloquial | | <u>informal</u> | <u>4.0 Sustion</u> | <u>-</u> | | | | | | | | | | | | |
| | | | <u>5.0 Soc Rit</u> | <u>-</u> | | | | | | | | | | | | |
| | | | <u>6.0 Man Comm</u> | <u>See T.04</u> | | | | | | | | | | | | |

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T.02
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| TASK SCENARIO | KEY TERMS | Vocabulary Items | Major Descriptors | FUNCTIONS | COMMENTS Culture/References/S'plements |
|---|---|--|---|---|---|
| | | | | | |
| EMERGENCY AIRWAY | | | | | |
| I. Establishing an emergency airway must be done efficiently and quickly. <u>Respirations</u> must be <u>restarted</u> within minutes to prevent <u>brain damage or death</u> . | аварийный дыхательный проход | дыхание | 2.8 obligation | This scenario begins with the content/context required for EO C.7-2. The student will begin the lessons by gaining attention, motivating, and stating learning objectives according to EO C.7-1. | |
| II. Indications for emergency airways: | | | | | |
| A. Respiratory obstruction often requires establishing an emergency airway. | | | | | |
| 1. This obstruction may be caused by foreign objects (<u>food</u> , <u>trinkets</u> , <u>vomitus</u> , <u>mucus</u> , or water (from drowning). Swelling of vocal cords, <u>injury to head or neck or swallowing the tongue</u> may cause obstruction. | инородные тела пища, гаджеты, рвота, слизь | голосовые связки | 2.9.1 possibility 1.2 state factual information | | |
| 2. Signs and symptoms of airway obstruction: | Гризли и симптомы закупорки дыхательного канала | ранение в голову или шею, глотание языка | 1.1 identify state factual information 1.2 state factual information | | |
| a. Early stage signs and symptoms are <u>difficulty in breathing</u> , | | затрудненное дыхание | | | |

AD-A073 738 DEVELOPMENT AND EVALUATION ASSOCIATES INC SYRACUSE NY F/G 5/9
METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA. VOLUME--ETC(U)
MAY 79 H H SETZLER, J A TRABERT, C CHOW DAAG39-77-C-0197

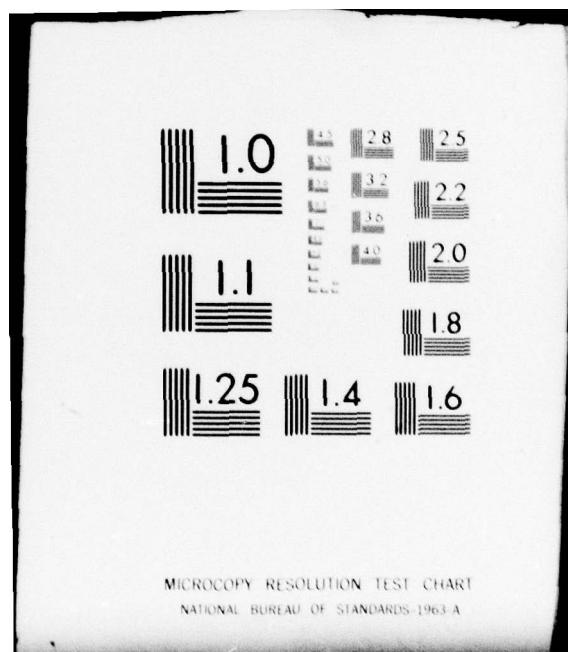
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TASK SCENARIO

KEY TERMS
Vocabulary ItemsFUNCTIONS
Major DescriptorsCOMMENTS
Culture/References/Supplements

rapid pulse, mild dizziness,
bulging eyes, chest pain and
facial mottling (bluish red) If
partially obstructed, there may
be some air escaping from the
mouth.

быстрый пульс, лёгкое
головокружение
глаза на выкате, голь в
грудной клетке
истощение лица

The student must be able to provide
simple definitions of all medical
terms, give examples and non-examples,
and make comparisons when necessary.

b. Complete obstruction may cause
dusky-colored nail beds, bluish
skin, dilated pupils, very ir-
regular respirations or no res-
pirations, sucking in of the
chest muscles, or unconsciousness

полная закупорка
синеватая кожа
расширенные зрачки
неправильное дыхание
всасывание

мышцы грудной клетки
рефлексоизменительность
причина

удаление вручную
специально сконструиро-
ванные щипцы

дыхание рот в рот
трахеотомия сделана

3. If the cause of the obstruction can-
not be removed by manual means,
specially designed tongs, Heimlich
maneuver, or mouth-to-mouth respi-
ration, a tracheotomy must be performed

A tracheotomy is the procedure of

трахеотомия

процедура



| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements | |
|---|---|--|--|------------------------|
| | | | Culture | References/Supplements |
| <p>opening the <u>trachea</u> surgically. An <u>incision</u> is made just below the <u>larynx</u> (voice box). Preferably, a <u>hollow tube</u> would be <u>inserted</u> to keep the <u>opening</u> <u>patent</u>. Usually the procedure is carried out by a <u>skilled professional</u> with <u>appropriate equipment</u>. A <u>trocar</u>, a hollow pointed tube with removable inner part, may be supplied in an <u>emergency kit</u>. In dire emergencies tracheotomy may be done with any <u>sharp pointed object</u>.</p> <p>Further <u>medical help</u> is <u>imperative</u> <u>immediately</u>.</p> <p>B. When respirations <u>cease</u> or are too <u>shallow</u> to be <u>effective</u>, another type</p> | <p>трахея хирургически разрез гортань пустая трубка вставить отверстие, сильно действующий квалифицированный специалист подходящее оборудование троакар</p> <p>пакет первой необходимости острый предмет медицинская помощь необходима немедленно прекратить мелкий эффективный</p> | <p>1.1 identify 1.2 state factual information 4.6 directions/instructions/commands</p> | <p>The student will demonstrate the procedures for doing a tracheotomy following the communicative steps in EO C.7-3.</p> <p>2.4.1 possibility</p> | |
| | | | | |

TSO No. 91B.SF / C.7.05 / RU
 TSO
 EO



7.02

Page 4 of 4

| TASK SCENARIO | KEY TERMS Vocabulary Items | FUNCTIONS Major Descriptors | COMMENTS Culture/References/Supplements | |
|--|---|---|--|---|
| | | | | |
| of emergency airway may be used to start artificial respiration. Drowning, electric shock, cardiac arrest, smoke inhalation, and drug or chemical poisoning may cause respirations to cease. | искусственное дыхание, "утопление", электрический шок, внезапное прекращение сердечных функций, ингаляция дыма, медикаментозное или химическое отравление | | | The student will demonstrate the procedures for inserting and "S" tube according to the communicative requirements in EO C.7-3. |
| 1. There are many commercial airways. The most common is the Safar or "S" tube. | "S"-образная трубка вставка | 1.1 identify 1.2 state factual information | | To adequately perform the TSO, the student will demonstrate his mastery of EO C.7-4 "Supervising Student Performance," and EO C.7-5 "Evaluating Performance." |
| 2. Procedure for inserting "S" tube: | | 4.6 directions/ instructions/ commands | | |
| a. The person is placed on his back with head tilted backward. | наклоняться назад | | 4.6 directions/ instructions/ commands | |
| b. The mouth is cleared of any foreign material. | очистить иностранные тело | | 4.6 directions/ instructions/ commands | |
| c. The "S" tube is inserted into the person's mouth, making sure the tongue is not pushed back. | применить искусственное дыхание | | 4.6 directions/ instructions/ commands | |
| d. Now the tube can be used to initiate artificial respiration. | | | | |

LPM Functional Indices for "DEMONSTRATES"

Page 1 of 1

X-96

| 1.0 Factual Information | 2.0 Intellectual Attitudes | 3.0 Emotional Attitudes | 4.0 Sustained | 5.0 Elementary Social Rituals | 6.0 Managing Communication |
|---|--|--|---|--|----------------------------|
| 1.1 Identify objects, persons, processes 1.2 State factual information 1.3 Seek factual information | 2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion | 3.1.1 pleasure/liking 3.1.2 displeasure/ disliking 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.7 intention 3.9.1 approval 3.10.1 importance 3.10.2 unimportance/ indifference | 4.1 suggests 4.2 requests 4.4 advice 4.5 warnings 4.6 directions/ instructions/ commands 4.7 corrections | 5.0 Sustained 5.1 5.2 5.3 5.4 5.5 5.6 5.7 5.8 5.9 5.10 5.11 5.12 5.13 5.14 5.15 5.16 5.17 5.18 5.19 5.20 5.21 5.22 5.23 5.24 5.25 5.26 5.27 5.28 5.29 5.30 5.31 5.32 5.33 5.34 5.35 5.36 5.37 5.38 5.39 5.40 5.41 5.42 5.43 5.44 5.45 5.46 5.47 5.48 5.49 5.50 5.51 5.52 5.53 5.54 5.55 5.56 5.57 5.58 5.59 5.60 5.61 5.62 5.63 5.64 5.65 5.66 5.67 5.68 5.69 5.70 5.71 5.72 5.73 5.74 5.75 5.76 5.77 5.78 5.79 5.80 5.81 5.82 5.83 5.84 5.85 5.86 5.87 5.88 5.89 5.90 5.91 5.92 5.93 5.94 5.95 5.96 5.97 5.98 5.99 5.100 5.101 5.102 5.103 5.104 5.105 5.106 5.107 5.108 5.109 5.110 5.111 5.112 5.113 5.114 5.115 5.116 5.117 5.118 5.119 5.120 5.121 5.122 5.123 5.124 5.125 5.126 5.127 5.128 5.129 5.130 5.131 5.132 5.133 5.134 5.135 5.136 5.137 5.138 5.139 5.140 5.141 5.142 5.143 5.144 5.145 5.146 5.147 5.148 5.149 5.150 5.151 5.152 5.153 5.154 5.155 5.156 5.157 5.158 5.159 5.160 5.161 5.162 5.163 5.164 5.165 5.166 5.167 5.168 5.169 5.170 5.171 5.172 5.173 5.174 5.175 5.176 5.177 5.178 5.179 5.180 5.181 5.182 5.183 5.184 5.185 5.186 5.187 5.188 5.189 5.190 5.191 5.192 5.193 5.194 5.195 5.196 5.197 5.198 5.199 5.200 5.201 5.202 5.203 5.204 5.205 5.206 5.207 5.208 5.209 5.210 5.211 5.212 5.213 5.214 5.215 5.216 5.217 5.218 5.219 5.220 5.221 5.222 5.223 5.224 5.225 5.226 5.227 5.228 5.229 5.230 5.231 5.232 5.233 5.234 5.235 5.236 5.237 5.238 5.239 5.240 5.241 5.242 5.243 5.244 5.245 5.246 5.247 5.248 5.249 5.250 5.251 5.252 5.253 5.254 5.255 5.256 5.257 5.258 5.259 5.260 5.261 5.262 5.263 5.264 5.265 5.266 5.267 5.268 5.269 5.270 5.271 5.272 5.273 5.274 5.275 5.276 5.277 5.278 5.279 5.280 5.281 5.282 5.283 5.284 5.285 5.286 5.287 5.288 5.289 5.290 5.291 5.292 5.293 5.294 5.295 5.296 5.297 5.298 5.299 5.300 5.301 5.302 5.303 5.304 5.305 5.306 5.307 5.308 5.309 5.310 5.311 5.312 5.313 5.314 5.315 5.316 5.317 5.318 5.319 5.320 5.321 5.322 5.323 5.324 5.325 5.326 5.327 5.328 5.329 5.330 5.331 5.332 5.333 5.334 5.335 5.336 5.337 5.338 5.339 5.340 5.341 5.342 5.343 5.344 5.345 5.346 5.347 5.348 5.349 5.350 5.351 5.352 5.353 5.354 5.355 5.356 5.357 5.358 5.359 5.360 5.361 5.362 5.363 5.364 5.365 5.366 5.367 5.368 5.369 5.370 5.371 5.372 5.373 5.374 5.375 5.376 5.377 5.378 5.379 5.380 5.381 5.382 5.383 5.384 5.385 5.386 5.387 5.388 5.389 5.390 5.391 5.392 5.393 5.394 5.395 5.396 5.397 5.398 5.399 5.400 5.401 5.402 5.403 5.404 5.405 5.406 5.407 5.408 5.409 5.410 5.411 5.412 5.413 5.414 5.415 5.416 5.417 5.418 5.419 5.420 5.421 5.422 5.423 5.424 5.425 5.426 5.427 5.428 5.429 5.430 5.431 5.432 5.433 5.434 5.435 5.436 5.437 5.438 5.439 5.440 5.441 5.442 5.443 5.444 5.445 5.446 5.447 5.448 5.449 5.450 5.451 5.452 5.453 5.454 5.455 5.456 5.457 5.458 5.459 5.460 5.461 5.462 5.463 5.464 5.465 5.466 5.467 5.468 5.469 5.470 5.471 5.472 5.473 5.474 5.475 5.476 5.477 5.478 5.479 5.480 5.481 5.482 5.483 5.484 5.485 5.486 5.487 5.488 5.489 5.490 5.491 5.492 5.493 5.494 5.495 5.496 5.497 5.498 5.499 5.500 5.501 5.502 5.503 5.504 5.505 5.506 5.507 5.508 5.509 5.510 5.511 5.512 5.513 5.514 5.515 5.516 5.517 5.518 5.519 5.520 5.521 5.522 5.523 5.524 5.525 5.526 5.527 5.528 5.529 5.530 5.531 5.532 5.533 5.534 5.535 5.536 5.537 5.538 5.539 5.540 5.541 5.542 5.543 5.544 5.545 5.546 5.547 5.548 5.549 5.550 5.551 5.552 5.553 5.554 5.555 5.556 5.557 5.558 5.559 5.560 5.561 5.562 5.563 5.564 5.565 5.566 5.567 5.568 5.569 5.570 5.571 5.572 5.573 5.574 5.575 5.576 5.577 5.578 5.579 5.580 5.581 5.582 5.583 5.584 5.585 5.586 5.587 5.588 5.589 5.590 5.591 5.592 5.593 5.594 5.595 5.596 5.597 5.598 5.599 5.5100 5.5101 5.5102 5.5103 5.5104 5.5105 5.5106 5.5107 5.5108 5.5109 5.5110 5.5111 5.5112 5.5113 5.5114 5.5115 5.5116 5.5117 5.5118 5.5119 5.5120 5.5121 5.5122 5.5123 5.5124 5.5125 5.5126 5.5127 5.5128 5.5129 5.5130 5.5131 5.5132 5.5133 5.5134 5.5135 5.5136 5.5137 5.5138 5.5139 5.5140 5.5141 5.5142 5.5143 5.5144 5.5145 5.5146 5.5147 5.5148 5.5149 5.5150 5.5151 5.5152 5.5153 5.5154 5.5155 5.5156 5.5157 5.5158 5.5159 5.5160 5.5161 5.5162 5.5163 5.5164 5.5165 5.5166 5.5167 5.5168 5.5169 5.5170 5.5171 5.5172 5.5173 5.5174 5.5175 5.5176 5.5177 5.5178 5.5179 5.5180 5.5181 5.5182 5.5183 5.5184 5.5185 5.5186 5.5187 5.5188 5.5189 5.5190 5.5191 5.5192 5.5193 5.5194 5.5195 5.5196 5.5197 5.5198 5.5199 5.5200 5.5201 5.5202 5.5203 5.5204 5.5205 5.5206 5.5207 5.5208 5.5209 5.5210 5.5211 5.5212 5.5213 5.5214 5.5215 5.5216 5.5217 5.5218 5.5219 5.5220 5.5221 5.5222 5.5223 5.5224 5.5225 5.5226 5.5227 5.5228 5.5229 5.5230 5.5231 5.5232 5.5233 5.5234 5.5235 5.5236 5.5237 5.5238 5.5239 5.5240 5.5241 5.5242 5.5243 5.5244 5.5245 5.5246 5.5247 5.5248 5.5249 5.5250 5.5251 5.5252 5.5253 5.5254 5.5255 5.5256 5.5257 5.5258 5.5259 5.5260 5.5261 5.5262 5.5263 5.5264 5.5265 5.5266 5.5267 5.5268 5.5269 5.5270 5.5271 5.5272 5.5273 5.5274 5.5275 5.5276 5.5277 5.5278 5.5279 5.5280 5.5281 5.5282 5.5283 5.5284 5.5285 5.5286 5.5287 5.5288 5.5289 5.5290 5.5291 5.5292 5.5293 5.5294 5.5295 5.5296 5.5297 5.5298 5.5299 5.5300 5.5301 5.5302 5.5303 5.5304 5.5305 5.5306 5.5307 5.5308 5.5309 5.5310 5.5311 5.5312 5.5313 5.5314 5.5315 5.5316 5.5317 5.5318 5.5319 5.5320 5.5321 5.5322 5.5323 5.5324 5.5325 5.5326 5.5327 5.5328 5.5329 5.5330 5.5331 5.5332 5.5333 5.5334 5.5335 5.5336 5.5337 5.5338 5.5339 5.5340 5.5341 5.5342 5.5343 5.5344 5.5345 5.5346 5.5347 5.5348 5.5349 5.5350 5.5351 5.5352 5.5353 5.5354 5.5355 5.5356 5.5357 5.5358 5.5359 5.5360 5.5361 5.5362 5.5363 5.5364 5.5365 5.5366 5.5367 5.5368 5.5369 5.5370 5.5371 5.5372 5.5373 5.5374 5.5375 5.5376 5.5377 5.5378 5.5379 5.5380 5.5381 5.5382 5.5383 5.5384 5.5385 5.5386 5.5387 5.5388 5.5389 5.5390 5.5391 5.5392 5.5393 5.5394 5.5395 5.5396 5.5397 5.5398 5.5399 5.5400 5.5401 5.5402 5.5403 5.5404 5.5405 5.5406 5.5407 5.5408 5.5409 5.5410 5.5411 5.5412 5.5413 5.5414 5.5415 5.5416 5.5417 5.5418 5.5419 5.5420 5.5421 5.5422 5.5423 5.5424 5.5425 5.5426 5.5427 5.5428 5.5429 5.5430 5.5431 5.5432 5.5433 5.5434 5.5435 5.5436 5.5437 5.5438 5.5439 5.5440 5.5441 5.5442 5.5443 5.5444 5.5445 5.5446 5.5447 5.5448 5.5449 5.5450 5.5451 5.5452 5.5453 5.5454 5.5455 5.5456 5.5457 5.5458 5.5459 5.5460 5.5461 5.5462 5.5463 5.5464 5.5465 5.5466 5.5467 5.5468 5.5469 5.5470 5.5471 5.5472 5.5473 5.5474 5.5475 5.5476 5.5477 5.5478 5.5479 5.5480 5.5481 5.5482 5.5483 5.5484 5.5485 5.5486 5.5487 5.5488 5.5489 5.5490 5.5491 5.5492 5.5493 5.5494 5.5495 5.5496 5.5497 5.5498 5.5499 5.5500 5.5501 5.5502 5.5503 5.5504 5.5505 5.5506 5.5507 5.5508 5.5509 5.5510 5.5511 5.5512 5.5513 5.5514 5.5515 5.5516 5.5517 5.5518 5.5519 5.5520 5.5521 5.5522 5.5523 5.5524 5.5525 5.5526 5.5527 5.5528 5.5529 5.5530 5.5531 5.5532 5.5533 5.5534 5.5535 5.5536 5.5537 5.5538 5.5539 5.5540 5.5541 5.5542 5.5543 5.5544 5.5545 5.5546 5.5547 5.5548 5.5549 5.5550 5.5551 5.5552 5.5553 5.5554 5.5555 5.5556 5.5557 5.5558 5.5559 5.5560 5.5561 5.5562 5.5563 5.5564 5.5565 5.5566 5.5567 5.5568 5.5569 5.5570 5.5571 5.5572 5.5573 5.5574 5.5575 5.5576 5.5577 5.5578 5.5579 5.5580 5.5581 5.5582 5.5583 5.5584 5.5585 5.5586 5.5587 5.5588 5.5589 5.5590 5.5591 5.5592 5.5593 5.5594 5.5595 5.5596 5.5597 5.5598 5.5599 5.5600 5.5601 5.5602 5.5603 5.5604 5.5605 5.5606 5.5607 5.5608 5.5609 5.5610 5.5611 5.5612 5.5613 5.5614 5.5615 5.5616 5.5617 5.5618 5.5619 5.5620 5.5621 5.5622 5.5623 5.5624 5.5625 5.5626 5.5627 5.5628 5.5629 5.5630 5.5631 5.5632 5.5633 5.5634 5.5635 5.5636 5.5637 | |

LPM Vocabulary Indices for TSO No. 91D.SF / C.7.05 / RU

| Crit | English | Target Language: RUSSIAN | Crit | English |
|-------------------------------------|-------------------------|-------------------------------|-------------------------------------|------------------|
| <input checked="" type="checkbox"/> | airway obstruction | закупорка дыхательного канала | <input checked="" type="checkbox"/> | drug poisoning |
| <input checked="" type="checkbox"/> | artificial respiration | искусственное дыхание | <input checked="" type="checkbox"/> | effective |
| | bluish skin | синеватая кожа | <input checked="" type="checkbox"/> | electric shock |
| <input checked="" type="checkbox"/> | brain | мозг | <input checked="" type="checkbox"/> | emergency airway |
| <input checked="" type="checkbox"/> | cardiac arrest | внезапное приостановление | <input checked="" type="checkbox"/> | emergency kit |
| | cause | причина | <input checked="" type="checkbox"/> | facial mottling |
| <input checked="" type="checkbox"/> | cease | прекратить | <input checked="" type="checkbox"/> | food |
| | chemical poisoning | химическое отравление | <input checked="" type="checkbox"/> | foreign material |
| <input checked="" type="checkbox"/> | chest muscles | мышцы грудной клетки | <input checked="" type="checkbox"/> | foreign objects |
| <input checked="" type="checkbox"/> | clear | очистить | <input checked="" type="checkbox"/> | from the mouth |
| | complete obstruction | полная закупорка | <input checked="" type="checkbox"/> | head |
| <input checked="" type="checkbox"/> | damage | повреждение | <input checked="" type="checkbox"/> | hollow tube |
| <input checked="" type="checkbox"/> | death | смерть | <input checked="" type="checkbox"/> | larynx |
| <input checked="" type="checkbox"/> | difficulty in breathing | затрудненное дыхание | <input checked="" type="checkbox"/> | incision |
| | dilated pupils | расширенные зрачки | <input checked="" type="checkbox"/> | indicator |
| <input checked="" type="checkbox"/> | drowning | "утопление" | <input checked="" type="checkbox"/> | injury |

1.04
Page 1 of 2

| Target Language: RUSSIAN |
|------------------------------|
| медицинское отравление |
| эффективный |
| электрический шок |
| аварийный дыхательный проход |
| пакет первой необходимости |
| испепечение лица |
| лиша |
| инородное тело |
| инородные тела |
| изо рта |
| голова |
| пустая трубка |
| горло |
| разрез |
| указатель |
| ранение |
| неправильное дыхание |
| вставать |

| Crit | English | Target Language: RUSSIAN | English | Crit |
|------|----------------------|------------------------------|---------|--------------------|
| /X | inserting | вставление | /X | / smoke inhalation |
| /X | institute | применять | /X | / "S"-shaped tube |
| /X | mild dizziness | лёгкое головокружение | /X | / sucking in |
| /X | medical help | медицинская помощь | /X | / surgically |
| /X | mouth-to-mouth | дыхание рот в рот | /X | / swallowing the |
| | respiration | | | tongue |
| /X | mucus | слизь | /X | / tilt backward |
| /X | neck | шея | /X | / tongs |
| /X | object | предмет | /X | / trachea |
| /X | obstruction | закупорка | /X | / tracheotomy |
| /X | prevent | предотвратить | /X | / trinkets |
| | procedure | | | / trocar |
| /X | rapid pulse | быстрый пульс | /X | / unconsciousness |
| /X | respirations | дыхание | /X | / vocal cords |
| /X | restart | восстановить | /X | / vomitus |
| | signs and symptoms | признаки и симптомы | /X | |
| /X | shallow | мелкий | /X | |
| /X | sharp | острый | /X | |
| | skilled professional | квалифицированный специалист | /X | |

| Crit | English | Target Language: RUSSIAN |
|------|------------------|--------------------------|
| /X | smoke inhalation | ингаляция дыма |
| | "S"-shaped tube | S-образная трубка |
| | sucking in | всасывание |
| | surgically | хирургически |
| | swallowing the | глотание языка |
| | tongue | наклонять назад |
| | tilt backward | шипцы |
| | tongs | трахея |
| | trachea | трахеотомия |
| | tracheotomy | безделушки |
| | trinkets | троакар |
| | unconsciousness | бессознательность |
| | vocal cords | голосовые связки |
| | vomitus | рвота |

TSO Map

TSO 91B.SF / C.7.05 / RU

RECOMMENDED TRAINING SEQUENCE

| | | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|---|----|
| NA | 1 | 2 | ③ | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----|---|---|---|---|---|---|---|---|---|----|

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATES"

| | | | |
|--|---|--|---|
| SEQUENCE TYPE | PRIMARY DECISION FACTOR | INTRODUCING THE DEMONSTRATION | SUPERVISING STUDENT PERFORMANCE |
| <input checked="" type="checkbox"/> linear | <input checked="" type="checkbox"/> job criticality | Gain attention 3.7/5.5.1/6.1.1/6.2/6.3 Motivate 2.6/2.8/3.10.1/4.1 State learning objectives 1.1/1.2 Provide overview of activities and/or procedures 1.1/1.2/3.7/6.2 Explain evaluation 2.5.1/2.5.2/2.8/3.10.1 | Answer questions 1.1/1.2/4.6/4.4/4.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/ 3.10.2 Provide supportive correction 3.2.1/4.1/4.4/4.7 |
| <input type="checkbox"/> hierarchical | <input type="checkbox"/> dependent relationship | | |
| <input type="checkbox"/> solitary | <input type="checkbox"/> independent relationship | | |
| REQUIRED SUPPORT MATERIALS | | PROVIDING EXPLANATION | EVALUATING PERFORMANCE |
| Enabling Objectives: EO Demonstrate C.7 / 1-6 | | Issue warnings and cautions 4.5/2.4.1 Identify parts and label them 1.1/1.2 Identify steps in a procedure 1.1/1.2/4.6/6.2 | Ask questions 1.3/2.5.1/2.11 Express approval/disapproval 3.9.1/3.9.2 Provide assessment 1.1/1.2/3.2.1/3.2.2/4.7 |
| Functions Catalog: Russian | | | PROVIDING GUIDANCE |
| Rolebooks: Instructor (Russian) | | | Encourage questions 6.9 Answer questions 1.1/1.2/4.1/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2 Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7 |
| Special Vocabulary: See TSO 91B.SF/C.7.05/RU: T.04 | | | |
| Technical Documents: | | Demonstrating | |
| | | Make comments on modeled actions 2.3.1/2.3.2/2.4.1/2.4.2/2.6 3.10.1/4.5/4.6 Make comments on procedures 2.3.1/2.3.2/2.4.1/2.4.2/2.6 3.10.1/4.5/4.6 | |

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar."

Army Regulation 350-20

ENABLING OBJECTIVE C.7.1 INTRODUCING THE DEMONSTRATION

E.01

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RUSSIAN

| SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE |
|---|---|--|
| MacroSTANDARDS Communicative Activity "DEMONSTRATES" | MicroSTANDARDS (Functional Elements) | COMMENTS AND ADDITIONAL INFORMATION |
| INTRODUCING THE DEMONSTRATION | | SALUTATION/INTRODUCTION - INCLUDE JOB TITLE |
| A. Gain attention | | <p>The student should use the appropriate Rolebook as a Job Performance Aid in order to effect the proper style and register through a variety of specific role statements.</p> <p>The Student must have command of a number of stock phrases such as:</p> <p>6.1.1: 1/4/6 5.5.1: 3.7: 2/3/4/5/6/8 6.2: 1/2/3/5/6 6.3: 2/4/7/8</p> <p>"May I have your attention, please." "If everyone is ready, let's get started."</p> <p>The student will employ with automatic fluency such instructional introductions as:</p> <p>"The objectives for this session are as follows." "There are three objectives for this lesson." "At the end of this session, you should be able to do three things." "Given _____, you should be able to _____."</p> |
| B. Motivate | | <p>The student will motivate the audience by pointing out how the learning will be relevant to their needs, meaningful to their job tasks, or in some other manner proven effective for the target audience. The student will use functions:</p> <p>2.6 need 2.8 obligation 3.10.1 importance 4.1 suggest</p> <p>2.6: 1/2/3/4/7 2.8: 2/3/4/5/7/9/10/ 11 3.10.1: 1-7 4.1: 2/4/5/6/7/10 2/4-7/10</p> |

ENABLING OBJECTIVE E-7-1 INTRODUCING THE DEMONSTRATION

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| SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE |
|---|--|--|
| MacroSTANDARDS Communicative Activity "DEMONSTRATES" | MicroSTANDARDS (Functional Elements) | COMMENTS AND ADDITIONAL INFORMATION |
| C. State learning objectives | | The student must be able to verbally state learning objectives in action hands-on terms in the target language. |
| D. Provide overview of activities and/or procedures | 1.1 identify objects, persons, processes 1.2 state factual information 3.7 intention 6.2 sequence communication | This overview works as an "advanced organizer" for the steps and activities to be performed by the learner. |
| E. Explain evaluation | 1.1 identify objects, persons, processes 1.2 state factual information 3.7 intention 6.2 sequence communication | The evaluation should be presented as everyone's responsibility. The evaluation should be viewed as non-threatening. The student will describe the reason for evaluation, the process of finding out if the objectives can or cannot be performed by the audience (learners). It is explained as an obligation on the part of the presenter and the learner. |
| | 2.8 obligation 2.5.1 capability | 2.8: 2/3/4/5/7/9/10/ 11 2.5.1: 1/2/3-8/10-12 |

ENABLING OBJECTIVE C.7-1 INTRODUCING THE DEMONSTRATION

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| SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE |
|--------------------|---|--|
| | MacroSTANDARDS Communicative Activity "DEMONSTRATES" | MicroSTANDARDS (Functional Elements) COMMENTS AND ADDITIONAL INFORMATION |
| 2.5.2 incapability | | 2.5.2: 1-9 |
| 3.10.1 importance | | 3.10.1: 1-7 |

ENABLING OBJECTIVE C.7-2 PROVIDING EXPLANATION

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| SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE |
|---|---|---|
| MacroSTANDARDS Communicative Activity "DEMONSTRATES" | MicroSTANDARDS (Functional Elements) | COMMENTS AND ADDITIONAL INFORMATION |
| PROVIDING EXPLANATION | | |
| A. <u>Issue warnings and cautions</u> | The student will point out any parts or procedures that could cause a safety hazard endangering health, equipment, or environment. S/he will use functions: 4.5 warnings 2.4.1 possibility B. <u>Identify parts and label them</u> | Safety is a required procedure. 4.5: 2-10 2.4.1: 2/3/7/8 |
| C. <u>Identify steps in a procedure</u> | The student will identify the various parts of equipment, tools, machinery, and the like, using simple sentence constructions as found in functions: 1.1 identify objects, persons, processes 1.2 state factual information | Training aids, labeled diagrams are often most helpful here. 1.1: 1-16 1.2: 1/2 |
| | The student will list in order the steps in the procedure to be learned using functions: 1.1 identify objects, persons, processes 1.2 state factual information 4.6 directions/instructions/commands 6.2 sequence communication | 1.1: 1-16 1.2: 1/2 4.6: 1-5 6.2: 1/2/3/5/6/7 |

ENABLING OBJECTIVE C.7-3 DEMONSTRATING

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| SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE |
|---------------------------------------|--|--|
| Macrostandards | Microstandards (Functional Elements) | Comments and Additional Information |
| Communicative Activity "DEMONSTRATES" | | |
| Demonstrating | A. Make comments on modeled actions During the demonstration, performed by the student or one or more assistants, the student will point out critical things to remember, practice, or perform that ensure successful performance of the learning task. S/he will employ the following functions: 2.3.1 remembering 2.3.2 forgetting 2.6 need 3.10.1 importance 4.5 warnings 4.6 directions/instructions/commands 2.4.1 possibility 2.4.2 impossibility B. Make comments on the procedures The student will point out the elements within each step of a procedure that are critical to successful performance. S/he will use functions: 2.3.1 remembering | Throughout this task, functions 1.1 and 1.2 are used. The critical learning in this EO is the mastery of the other functions. Often the explanation and demonstration can be combined as one activity. 2.3.1: 1-11 2.3.2: 1-6/9/10 2.6: 1/2/3/4/7 3.10.1: 1-7 4.5: 2-10 4.6: 1-5 2.4.1: 1-13 2.4.2: 1-10 2.3.1: 1-11 |

ENABLING OBJECTIVE C.7-3 DEMONSTRATING

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| SKILL DEVELOPMENT | MacroSTANDARDS Communicative Activity "DEMONSTRATES" | LINGUISTIC KNOWLEDGES | | COMMUNICATIVE PRACTICE | |
|--------------------------------------|---|---|-------------------------------------|------------------------|--|
| | | MicroSTANDARDS (Functional Elements) | COMMENTS AND ADDITIONAL INFORMATION | | |
| 2.3.2 forgetting | 2.3.2: 1-6/9/10 | | | | |
| 2.6 need | 2.6: 1/2/3/4/7 | | | | |
| 3.10.1 importance | 3.10.1: 1-7 | | | | |
| 4.5 warnings | 4.5: 2-10 | | | | |
| 4.6 directions/instructions/commands | 4.6: 1-5 | | | | |
| 2.4.1 possibility | 2.4.1: 1-13 | | | | |
| 2.4.2 impossibility | 2.4.2: 1-10 | | | | |

ENABLING OBJECTIVE C.7-4 SUPERVISING STUDENT PERFORMANCE

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| SKILL DEVELOPMENT | Macrostandards Communicative Activity "DEMONSTRATES" | LINGUISTIC KNOWLEDGES | | COMMUNICATIVE PRACTICE | |
|---------------------------------|---|--|-------------------------------------|---|--|
| | | Microstandards (Functional Elements) | Comments and Additional Information | | |
| SUPERVISING STUDENT PERFORMANCE | A. <u>Answer questions</u> | The student will answer questions requesting information, clarification, or guidance by using functions: | | Be sure to allot plenty of time for student practice. | |
| | 1.1 identify objects, persons, processes | 1.1: 1-16 | | | |
| | 1.2 state factual information | 1.2: 1/2 | | | |
| | 4.6 directions/instructions/commands | 4.6: 1-5 | | | |
| | 4.4 advice | 4.4: 3-13 | | A checklist or step-by-step chart is a useful instructor tool during supervision. | |
| | 4.7 corrections | 4.7: 2-6/9/10 | | | |
| | B. Acknowledge emotional attitudes | | | | |
| | The student will verbally acknowledge his/her understanding of emotional attitudes on the part of the questioner using functions: | | | | |
| | 3.1.1 pleasure/liking | 3.1.1: 3-7 | | | |
| | 3.1.2 displeasure/dislike | 3.1.2: 1/5-8/11 | | | |
| | 3.3.1 fear | 3.3.1: 1-6 | | | |
| | 3.3.2 worry | 3.3.2: 1-7 | | | |
| | 3.10.1 importance | 3.10.1: 3-7 | | | |
| | 3.10.2 unimportance/indifference | 3.10.2: 1/4/5/6/8 | | | |

ENABLING OBJECTIVE C.7-4 SUPERVISING STUDENT PERFORMANCE

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| SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE |
|---|--|--|
| MacroSTANDARDS Communicative Activity "DEMONSTRATES" | MicroSTANDARDS (Functional Elements) | COMMENTS AND ADDITIONAL INFORMATION |
| C. <u>Provide supportive correction</u> The student will make supportive corrections of learners' performance of the task using functions: | 3.2.1 satisfaction 4.1 suggestions 4.4 advice 4.7 corrections | It is important to correct the learner in ways that build confidence. 3.2.1: 5-9/11-13 4.1: 2/4/5/6/7/10 4.4: 3-13 4.7: 1-10 |

ENABLING OBJECTIVE C.7-5 EVALUATING PERFORMANCE

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| SKILL DEVELOPMENT | | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE |
|------------------------|---|---|-------------------------------------|
| Macrostandards | Communicative Activity "DEMONSTRATES" | Microstandards (Functional Elements) | Comments and Additional Information |
| EVALUATING PERFORMANCE | <p>A. Ask questions</p> <p>The student will ask questions for the purpose of obtaining responses from learners who are being evaluated. These questions can be requests for information or invitations for the learner to perform all or parts of the task. The student will use functions:</p> <ul style="list-style-type: none"> 1.3 seek factual information 2.5.1 capability 2.11 awareness B. Express approval/disapproval <p>The student will verbally express approval for correct responses or actions on the part of the learner. The student will use verbal expressions of disapproval only under extreme or unusual circumstances. S/he will use functions:</p> <ul style="list-style-type: none"> 3.9.1 approval 3.9.2 disapproval C. Provide assessment <p>The student will tell the learner how s/he did on the learning task. The student will point out satisfactory and unsatisfactory performance, and make supportive corrections using functions:</p> | <p>Require the student work independently. Use an evaluation checklist.</p> <p>Remember! Student performance is a measure of validity of instruction.</p> <p>1.3: 1-5 2.5.1: 1-4/6/7/8/10/ 2.11: 2</p> <p>Usually instructor will ask student about error made such as: "What function does that part have?"</p> <p>3.9.1: 1-5 3.9.2: 1-4</p> <p>Review basic content and essential steps. Reinforce the learner.</p> | |

ENABLING OBJECTIVE C.7-5 EVALUATING PERFORMANCE

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| SKILL DEVELOPMENT Macrostandards Communicative Activity "DEMONSTRATES" | LINGUISTIC KNOWLEDGES | | COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION |
|--|---|--|---|
| | Microstandards (Functional Elements) | | |
| 1.1 identify objects, persons, processes | 1.1: 1-16 | | |
| 1.2 state factual information | 1.2: 1/2 | | |
| 3.2.1 satisfaction | 3.2.1: 5-9/11-13 | | |
| 3.2.2 dissatisfaction | 3.2.2: 1/2/4-8 | | |
| 4.7 corrections | 4.7: 1-10 | | |

ENABLING OBJECTIVE C.7-6 PROVIDING COMMUNICATIVE GUIDANCE

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| SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE |
|---|---|---|
| MacroSTANDARDS | MicroSTANDARDS (Functional Elements) | COMMENTS AND ADDITIONAL INFORMATION |
| Communicative Activity "DEMONSTRATES" PROVIDING COMMUNICATIVE GUIDANCE | | <p>This EO is common to "BRIEFS", "DEMONSTRATES, and "TEACHES". Consequently, mastery of providing communicative guidance is a critical EO in general.</p> <p>A number of "human skills" are at play in providing guidance. For special use of style or mood, the student should develop some of his language from the appropriate Rolebook.</p> |
| <u>A. Encourage questions</u> The student will encourage questions during, after, or during and after the presentation. S/he will use: 6.9 request questions and/or comments <u>B. Answer questions</u> The student will answer factual questions using functions: 1.1 identify objects, persons, processes 1.2 state factual questions 2.10.2 affirmation/confirmation 4.7 corrections | 6.9: 1-4 1.1: 1-16 1.2: 1/2 2.10.2: 1/4-7 4.7: 1-10 | <p>Answering factual questions may require some or all of the strategies employed in S.3-2 INTRODUCING KEY TERMS.</p> <p>In thought and opinion questions, introductory phrases should be learned such as:</p> <p>"It is possible that..." "We found it can be done for the following reasons."</p> <p>The student will answer questions requiring the expression of <u>thoughts or opinions</u> by using:</p> <ul style="list-style-type: none"> 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.12.1 difficulty |

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| SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE | COMMENTS AND ADDITIONAL INFORMATION |
|--|---|------------------------|--|
| MacroSTANDARDS Communicative Activity "DEMONSTRATES" | MicroSTANDARDS (Functional Elements) | | |
| 2.12.2 ease | 2.12.2: 1-8 | | |
| 2.13 belief/opinion | 2.13: 1-12 | | |
| 3.10.1 importance | 3.10.1: 1-7 | | |
| 3.10.2 unimportance/indifference | 3.10.2: 1/4/5/6/8 | | |
| 3.1.1 pleasure/liking | 3.1.1: 3-7 | | |
| 3.1.2 displeasure/dislike | 3.1.2: 1/5-8/11 | | |
| 3.6 preference | 3.6: 1-5/8 | | |
| 4.7 corrections | 4.7: 1-10 | | |
| C. Acknowledge emotional attitudes | | | This part, dealing with emotional attitudes, is especially tricky. It requires much practice, cultural knowledge, and knowledge of the audience. |
| The student will acknowledge emotional attitudes on the part of questioners using functions: | | | |
| 3.1.1 pleasure/liking | 3.1.1: 3-7 | | |
| 3.1.2 displeasure/dislike | 3.1.2: 1/5-8/11 | | |
| 3.3.1 fear | 3.3.1: 1-6 | | |
| 3.3.2 worry | 3.3.2: 1-7 | | |
| 3.5 surprise | 3.5: 2-11 | | |
| 3.2.1 satisfaction | 3.2.1: 5-9/11/13 | | |
| 3.2.2 dissatisfaction | 3.2.2: 1/2/4-8 | | |

ENABLING OBJECTIVE C.7-6 PROVIDING COMMUNICATIVE GUIDANCE

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| SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE |
|--|---|---|
| Macrostandards Communicative Activity "DEMONSTRATES" | Microstandards (Functional Elements) | COMMENTS AND ADDITIONAL INFORMATION |
| <p>3.10.1 importance</p> <p>3.10.2 unimportance/indifference</p> <p>D. Provide supportive correction; recommend; caution</p> <p>The student will employ supportive (non-abrasive) correction, give recommendations, and provide cautions and warnings (generally about safety or procedures) using functions:</p> <p>3.2.1 satisfaction</p> <p>4.1 suggests</p> <p>4.2 requests</p> <p>4.5 warnings</p> <p>4.7 corrections</p> | <p>3.10.1: 1-7</p> <p>3.10.2: 1/4/5/6/8</p> | <p>This is also an area where human skills play a large part.</p> <p>3.2.1: 5-9/11-13</p> <p>4.1: 2/4-7/10</p> <p>4.2: 2/3/5/6/8/10-12/<u>14</u>/15</p> <p>4.5: 2-10</p> <p>4.7: 1-10</p> |